



SOCL-1133, 201 Introductory Sociology, Spring 2024

Instructor: Dr. Wesley Cohoon

Phone: TBD

Email: wesley.cphoon@msutexas.edu

Course Modality: Face-to-Face

Meeting Times: Mon, Wed, & Fri from 10:00-10:50 a.m. in Prothro-Yeager, 100

Office: 0-134

Office Hours:

- Mon, Wed, & Fri from 7:50 a.m. to 8:50 a.m.
- Mon & Wed from 1:00 p.m. to 2:00 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*: 14th Edition

Author: Newman

ISBN: 9781071849552

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 two daughters, 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 201 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. The only exception to late work is that the Cultural Assignment #3 can only be a maximum of four days late with the appropriate deductions. In rare cases, I can reschedule the Final Exam up to two days after the due date.

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 Health Organization Data Gathering Exercise

Students will gather information from the World Health Organization. The purpose of this exercise is to give students experience understanding and working with statistical data related to social issues. In addition, this exercise requires critical thinking in comparing numbers, understanding differences, and drawing conclusions based on the data.

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 (1.75 to 2.5 pages). **The assignment is due on February 3rd.**

Steps to Complete the Assignment:

- Go to The World Health Statistics 2019 data visualization dashboard (<https://apps.who.int/gho/data/node.sdg?lang=en>)
 - Scroll down and you will see boxes with health issues such as maternal mortality or newborn and child mortality. If you click on one of the topics, you will be given some choices of data. For example, under maternal mortality you will see a maternal mortality link, a link for births attended by skilled health personnel, and a link for a data table.
 - Click on the maternal mortality link and you will see a chart with six world regions from Africa to Western Pacific listed on the left. If you click on a region, you will get more specific information for those countries in that region; note the second chart for data. For example, if you click on Americas you will see a distribution chart showing Canada and USA have low rates of maternal deaths compared to Haiti which is a shockingly high rate.
- Your task is to examine two of those health issues in those initial boxes and explore the data for one option provided the six regions (If you select a box and find that you have no regional averages, pick one of the other health issue boxes).
 - Note: pick only one option in your section. For example, in Newborn and Child Mortality you have two choices, under-five mortality and neonatal mortality. One use one of those. Also, in some areas, you will see that many countries do not report data so you may not have data on every country in that region.

Table 1: World Health Organization Exercise

	Health Choice 1	Health Choice 2
Global Average		
Africa		
Europe		
Americas		
South-East Asia		
Eastern Mediterranean		
Western Pacific		
U.S. Comparison (low, medium, or high)		

Questions to answer in the written part:

1. Give a brief history and description of the World Health Organization. What is the purpose of the organization and how is it funded? What is its reputation for accurate, reliable data? Specify where you got this information. Don't copy and paste.
2. Within each of those regional averages, which countries have the highest and lowest rates for your Health Issue Choice #1 and Health Issue Choice #2.
3. Examine the data that you gathered from the World Health Organization site and analyze your findings for each of your two health-related issues. You will need to compare and contrast the regions and suggest explanations for the varying rates. Pay particular attention to where the United States ranks. You might also note rates for China, India,

and Germany. Were there any surprises when comparing other countries to the United States? Explain.

Grading Criteria for World Health Organization Exercise:

Well-written— 30%

- Students wrote in paragraph form and answered the questions in order – 10%
- The writing portion was 500 to 750 words (1.75 to 2.5 pages) – 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 with 0 points before and 0 points after – 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: Sanitation

The second assignment is the Intercultural Knowledge Paper: Sanitation. For this assignment students will watch the Francis de los Reyes “Sanitation is a Basic Human Right” TED Talk video. The video is a little over 8 minutes, and it can be found at the following link: <https://www.youtube.com/watch?v=CdZJOSMbh10>.

After you watch the video, answer the following five questions. Each answer should be at least one paragraph. **This paper is due by March 30th.**

1. Before watching the video, what was your definition of the word sanitation? I will not deduct points for what you say or do not say here. This is really to see how you feel about sanitation before and after the video.
2. Discuss the difficulties of proper sanitation mentioned in the video. What do you think is the most critical resource needed to build and maintain proper sanitation?
3. How are their experiences of sanitation (or lack thereof) different from our own (cultural vs structural)?
4. What does Francis de los Reyes say we can gain from seeing sanitation as a human right? Do you agree/disagree? Why?

5. What are the cultural aspects mentioned in the video with regard to the difficulties faced by sanitation workers? How does that relate to our own society's perspective on sanitation workers?

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.

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 May 4th.** The Cultural Assignment #3 can only be a maximum of four days late with the appropriate deductions.

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%

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
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 February 17th.

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 February 17th.

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 with 0 points before and 0 points after – 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 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 March 9th. The second paper will be on conflict theory (feminist theory is acceptable for the second paper) and is due April 6th. The final paper will focus on symbolic interactionism and is due April 27th. Assignments must be submitted through D2L online on the due date.

Sociological Paper One: 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.

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 ASA 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 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.

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 ASA 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 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.

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 ASA 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— 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%

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 between 10:30 a.m. to 12:30 p.m. on Wednesday, May 8th. 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.

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.

Class Assignment	Due Date
Week 1	Jan 16th-20th
Wed Class Participation	Jan 17th
Fri Class Participation	Jan 19th
Week 2	Jan 21st-27th
Read Chpt 1: New Look at a Familiar World	Jan 21st
Mon Class Participation	Jan 22nd
Wed Class Participation	Jan 24th
Fri Class Participation	Jan 26th
Week 3	Jan 28th- Feb 3rd
Read Chpt 2: Seeing and Thinking Sociologically	Jan 28th
Mon Class Participation	Jan 29th
Wed Class Participation	Jan 31st
Fri Class Participation	Feb 2nd
Cultural Assignment: World Health Organization	Feb 3rd
Week 4	Feb 4th-10th
Read Chpt 3: Building Reality	Feb 4th
Mon Class Participation	Feb 5th
Wed Class Participation	Feb 7th
Fri Class Participation	Feb 9th
Week 5	Feb 11th-17th
Read Chpt 4: Building Order	Feb 11th
Mon Class Participation	Feb 12th
Wed Class Participation	Feb 14th
Fri Class Participation	Feb 16th
Socialization Paper: The Mask You Live In	Feb 17th
Week 6	Feb 18th-24th
Read Chpt 5: Building Identity: Socialization	Feb 18th

Mon Class Participation	Feb 19th
Wed Class Participation	Feb 21st
Fri Class Participation	Feb 23rd
Week 7	Feb 25th- March 2nd
Read Chpt 6: Supporting Identity	Feb 25th
Mon Class Participation	Feb 26th
Wed Class Participation	Feb 28th
Fri Class Participation	March 1st
Week 8	March 3rd-9th
Read Chpt 7: Building Social Relationships	March 3rd
Mon Class Participation	March 4th
Wed Class Participation	March 6th
Fri Class Participation	March 8th
1st Sociological Paper: Structural Functionalism	March 9th
Spring Break- No Classes	March 10th-17th
Week 9	March 18th-23rd
Read Chpt 8: Constructing Difference	March 18th
Mon Class Participation	March 18th
Wed Class Participation	March 20th
Fri Class Participation	March 22nd
Week 10	March 24th-30th
Read Chpt 9: Structure of Society	March 24th
Mon Class Participation	March 25th
Wed Class Participation	March 27th
Cultural Assignment: Sanitation	March 30th
No Class on Friday- Holiday Break	
Week 11	March 31st- April 6th
Read Chpt 10: The Architecture of Stratification	March 31st
Mon Class Participation	April 1st
Wed Class Participation	April 3rd
Fri Class Participation	April 5th
2nd Sociological Paper: Conflict Theory	April 6th
Week 12	April 7th-13th
Read Chpt 11: The Architecture of Inequality	April 7th
Mon Class Participation	April 8th
Wed Class Participation	April 10th
Fri Class Participation	April 12th
Week 13	April 14th-20th
Read Chpt 12: The Architecture of Inequality	April 14th
Mon Class Participation	April 15th
Wed Class Participation	April 17th

Fri Class Participation	April 19th
Week 14	April 21st-27th
Read Chpt 13: Demographic Dynamics	April 21st
Mon Class Participation	April 22nd
Wed Class Participation	April 24th
Fri Class Participation	April 26th
3rd Sociological Paper: Symbolic Interactionism	April 27th
Week 15	April 28th- May 4th
Read Chpt 14: Architectures of Change	April 28th
Mon Class Participation	April 29th
Wed Class Participation	May 1st
Fri Class Participation	May 3rd
Cultural Assignment: Current Event	May 4th
Final Examination Week	
Wed, 10:30am-12:30pm- Final Exam-Intro 1	May 8th

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. Students who miss more than 15% 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.

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 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).

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, 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/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.