

SYG 2000 – Principles of Sociology
Spring 2023 Syllabus

22230, Section 4C99
MWF | Period 7 (1:55 PM – 2:45 PM)

Location: McCarty Hall A, Room G186

Instructor Information

Dr. Corey McZeal (he/him/his)
Office Location: Turlington 3361A

Office Hours: TBA
coreymczeal@ufl.edu

Teaching Assistants

TBA

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Hello, I'm Professor McZeal. Welcome to SYG 2000, Principles of Sociology. Everything you need to know for the entire semester is included in this document. I know it's lengthy, but you should familiarize yourself with the details so everyone is on the same page throughout the semester.

Course Format

This course is completely in-person; there will be no recordings of lecture unless explicitly specified. All assessments will be online or have an online option, and there will be an online option for office hours if you ever have questions.

Student Responsibilities

Attendance: Attendance is not specifically required to pass this course. I will not take formal attendance and you will not be directly penalized for missing classes. However, I strongly recommend that you attend as many classes as possible. One reason, as discussed below, is that the cumulative score on in-class assignments will be included in your final grade, and you cannot complete these assignments if you are not in class.

Preparation: Students are expected to complete all necessary readings/videos prior to class. Knowledge of the material covered in these readings/videos is essential for productive class discussion and will provide important background information for lecture. Additionally, assignments may require knowledge of the readings/videos assigned for that day.

Visuals utilized during lecture (PPTs, videos, etc.) will be posted to Canvas upon the completion of that day's lecture.

Required Readings

The textbook for this class is OpenStax Introduction to Sociology 3rd Edition. The textbook is fully online and free to download or view in your browser. I strongly recommend that you use the online version of the text, since the physical copy is not free and you will not use the entire book throughout the course. Information can be found by following the link below. On the left side of the screen you will have the option to download the PDF version of the text. It's important for you to have access to OpenStax since all of the material from quizzes will be based on OpenStax readings. These readings are self-guided and you can complete them at any point during the access period.

<https://openstax.org/details/books/introduction-sociology-3e>

Throughout the course I may also assign outside readings from other sources. These readings may be from peer-reviewed academic journals, from newspapers such as the New York Times or Washington Post, articles about new, relevant trends or research (NPR, Pew Research Center, etc.), or various op-ed pieces. I will provide all of these readings to you on Canvas as either a link or in PDF. I expect that you will have completed the readings prior to class. These readings are all required and will be assessed.

Grading

Your grade will be based on your scores in five assessment categories: Exams, Reflections, Quizzes, In-Class Assignments, and Group Projects.

Exams: There will be three exams throughout the course, and the average score of these three exams will constitute 30% of your final grade. Exams cover material from lectures as well as assigned readings and class discussion. The exam dates are listed on the course schedule on the last page of the syllabus. All exams will be conducted online, and Exam 3 will not be cumulative. **Note:** material from OpenStax will not be on the exam, that information will be covered exclusively on the quizzes.

Reflections: Throughout the course, I will assign writing prompts and your responses will be submitted on Canvas. The average score of these assignments will be worth 35% of your final grade. These assignments will be based on topics discussed in lecture or in the readings.

Very important: it is your responsibility to make sure all reflections are uploaded properly. Please verify that everything required of you is online and visible so you will be properly assessed. Any missing content will be considered incomplete, and your score will reflect this. Reflections must be completed and uploaded prior to the due time/date.

Quizzes: Throughout the course I will assign online quizzes to be completed via Canvas. The average score of these quizzes will be worth 15% of your final grade. These quizzes will contain multiple-choice, fill-in-the-blank, and T/F questions that cover the material discussed in OpenStax. Students may only take each quiz once. Quizzes are autograded on Canvas; in general, the quiz associated with a particular topic will open on the first day we discuss that topic in lecture, and it will close the day after we complete the topic.

Very important: Quizzes must be *completed* before the due date/time. If you begin the quiz before it is due but do not submit it in time, Canvas will record your grade as a zero. This score will remain and count toward your final grade. Be aware of the time and complete quizzes in a timely fashion.

In-Class Assignments (ICAs): During lecture I will sometimes give you a prompt to respond to individually. These assignments are **unannounced** and may be at any time during the class period; cumulatively they are worth 15% of your final grade.

The single lowest ICA score of the semester will be automatically excused; this means that students are only allowed to miss **one** ICA without penalty. There are no exceptions to this rule beyond the reasons listed in the excused absence policy below; therefore, if you cannot attend lecture regularly, making a high grade on these assignments may be difficult for you.

Canvas will automatically excuse your lowest in-class assignment score (if applicable). This means that if you turn in the first in-class assignment for full credit but then miss the second one and get a zero,

your overall in-class assignment score on Canvas will still be displayed as a 100%. Be aware of this, and take it into consideration when observing your overall score in the class.

Included in this portion of your assessment is participation. I will most likely not have to assess you on participation, but if you are consistently a distraction or disruptive I reserve the right to lower your assignment grade at my discretion.

Group Projects: There will be two group projects in this course. Your average score on group projects will be 10% of your grade. You and 3-4 of your classmates (chosen at random) will work together to complete them. Groups will be different for each project. The first group project will engage with concepts surrounding gender, and the second will engage with concepts surrounding health/social class.

Yes, I know everyone hates group projects. However, I structure them so each student a lot of control over their own portion of the grade, and we also have two peer evaluations per project to hold your fellow group members accountable. You will receive all of the information you need when the project prompts become available.

Assessment Breakdown

Assessment	Description	Percentage of Final Grade
Reflections	Reflections will evaluate students' ability to develop connections between topics from lecture and readings regarding current events (Critical Thinking)	35
Exams	Exams will evaluate student competence in terminology, concepts, methodologies and theories used in sociology (Content)	30
In-Class Assignments	In-class assignments will evaluate student competence in effectively communicating sociological knowledge, ideas and reasoning with their peers (Communication)	15
Quizzes	Quizzes will evaluate students' ability to interpret and apply information from class readings.	10
Group Projects	Group projects will evaluate students' ability to work as a team to translate course concepts into a singular product	10
Total Grade		100

Late Submissions, Excused Assignments & Make-Up Assignments/Exams

For reflections and quizzes, students can turn in a late submission for partial credit. There will be a 50% reduction in their grade **from the total points possible** in these situations. For example, if you submit a

late reflection and your score is a 92/100, it will be listed as a 42 on Canvas. To receive partial credit, the submission must be within 24 hours of the original due date (so something due at 11:59 PM on Monday must be submitted before 11:59 PM on Tuesday to receive credit). After this 24-hour window, students will receive a zero on the assignment.

Partial credit for late submissions only applies to reflections and quizzes, not exams.

Very important: When you view an assignment on Canvas it will show when the assignment is *due*, and also show when it is *available*. Make sure you submit your assignment by the due date for full credit. The portal will be open for 24 hours after the due date; this is only so you can submit a late assignment for partial credit.

Students who miss an exam without an excuse may or may not be allowed to take a make-up exam at my discretion. Students who miss an exam must contact me within one hour of the original exam time if they are to be allowed the opportunity for a make-up exam; I will not seek out students to make sure they reschedule.

In certain situations, students with legitimate excuses (university-sponsored activities, religious holidays, etc.) may be allowed to take an exam early at my discretion. These situations may also excuse students from in-class assignments they miss on those days. Students who will miss an exam for these reasons must notify me at least one week in advance, and appropriate documentation must be provided. Regardless of the reason for missing an exam, all students who take a make-up will have an all-written test (no true/false or multiple-choice questions).

Outside of the scenarios listed above, no early exams will be administered.

Only one in-class assignment will be automatically excused, regardless of the reason for additional missed assignments. This means you can only miss **one** in-class assignment without penalty. If there is a legitimate reason why you miss an additional assignment you must receive documentation from the university (legitimate reasons include illness, family emergencies, or university-sponsored activities). The easiest way for you to do this is to reach out to the university Care Team (umatter@ufl.edu or by phone at 352-294-2273) and explain your situation. They will gather appropriate documentation and let me know which, if any, days you need to be excused.

Grading Scale

A	94.0–100	C	74.0–76.9
A-	90.0–93.9	C-	70.0–73.9
B+	87.0–89.9	D+	67.0–69.9
B	84.0–86.9	D	64.0–66.9
B-	80.0–83.9	D-	61.0–63.9
C+	77.0–79.9	E	≤ 59.9

Please be aware of your grade trajectory throughout the semester, and if you are concerned about your grade at any point you should speak to me about it in office hours as soon as possible. **I will not round up final grades.** Also, be aware that Canvas is only a medium for me to display your individual assignment and exam scores. Even though Canvas calculates your overall grade for you, you should always calculate your grade yourself to verify that it is correct.

Academic Misconduct

Nobody likes cheaters, so don't do it. Cheating on exams or plagiarizing of any kind is not tolerated and will be dealt with accordingly. On exams or assignments, each student must produce their own original work. All students must adhere to the UF Honor Code and standards of academic integrity found at the following link:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Class Policies

Accommodations: If you have a disability requiring accommodations, please let me know as soon as possible. To receive accommodations, official documentation from the Disability Resource Center (<https://drc.dso.ufl.edu/>) is required.

Office Hours and email: If you need clarification or do not understand what we discussed class I am available to review anything with you in office hours. While I am happy to explain anything you do not understand or are having trouble with, I will not redo my entire lecture if you have missed a class; come prepared with specific questions.

If you would like to review any of your assessments, you have three days from the day the grades are posted to discuss them. Once this period has passed those grades are nonreviewable. This policy is to ensure that students are swift with their grade related questions so the professor and TA can move on to more current obligations.

Students can contact me via email on my university account (coreymczeal@ufl.edu) or through Canvas. I will do my best to reply to emails in a timely fashion. Be aware that I stop checking emails on Friday afternoon and do not resume until Monday morning; I also do not check emails on other non-business days or if the university is closed. When emailing me please put 'SYG 2000' or 'Principles of Sociology' somewhere in the subject line so I can easily identify you. Also, if contacting me through my ufl account please give your name in the email so I can identify you quickly.

I receive approximately 100,000 emails every day, so I prioritize. Although I understand that your inquiry is personally important, I will first handle emergencies and questions that require immediate responses. I will get to you eventually; if you reach out to me and enough time passes where there is reason to believe I missed your email, speak to me about it in class.

Below is a helpful table for guidance on which method of communication to utilize (also remember that you can ask quick questions in-person after lecture).

Which method should you use to communicate with Professor McZeal?	
Email	Office Hours
You have a 'yes or no' question, or a question that I can answer in one sentence	You have a question that would require more than one sentence to answer in an email
There is some issue with Canvas (e.g. readings not uploaded, assignment not visible)	You need to clarify or ask questions about concepts from lecture/OpenStax
You would like to schedule Zoom office hours	You have questions about preparing for an upcoming assessment
You are ill (or have some other health related issue) and need to attend lecture remotely	You would like to discuss strategies for improving your performance in class
You have a grade-related question about a specific assignment (<i>in this case, email me to set up an office hours meeting since I only discuss grades in-person; let me know what aspect of the assignment you want to discuss, and I will look over it in preparation of our meeting</i>)	You would like to have a conversation about something that is not class-related

Other Suggestions

1. Take good notes (this seems obvious but it's surprising how many students do not take very good notes). Having the lecture PowerPoints may not be enough on its own to effectively study for the tests. If you need advice on how to take better notes, I am happy to assist you.
2. Building on the previous point, remember that I will provide the PowerPoints to you after we've finished a lecture. Therefore, you will have access to all of them prior to your exam. Don't waste time copying anything that I will provide later anyway.
3. There are no stupid questions, so if you do not understand a concept ask for clarification.
4. I will not lend out lecture notes to people who miss class, but if you miss class I am happy to go over anything from the PowerPoint that you need more clarification on during office hours.
5. **This is very important:** If there is a circumstance that affects your ability to fulfill your class duties, discuss this with me as early as possible. Similarly, if you are concerned about your grade at any point, discuss it with me immediately. Every year I encounter students who contact me during the last week of school inquiring about how they can improve their grades. Our options are very limited at this point, so please take care of these issues early on.
6. Utilize UF's academic resources such as tutoring and other services through the Teaching Center (<https://teachingcenter.ufl.edu/>). You can use them for this class and any others in which you need assistance. Many of these services are free and can be very helpful.

Helpful Links

- Visit the [Counseling and Wellness Center website](#) or call (352) 392-1575 for information on crisis services as well as non-crisis services.
- Call (352) 392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- Visit the [UF Police Department website](#) or call (352) 392-1111 (or 911 for emergencies).
- For immediate medical care call (352) 733-0111 or go to the emergency room at 1515 SW Archer Road; Visit the [UF Health Emergency Room and Trauma Center website](#) for more information.
- Contact the [UF Computing Help Desk](#) at (352) 392-4357 or via e-mail at helpdesk@ufl.edu for E-learning technical support.
- For career assistance and counseling services visit the [Career Connections Center](#): Reitz Union Suite 1300, (352) 392-1601.
- [Library Support](#): Various ways to receive assistance with using the libraries or finding resources.
- For general study skills and tutoring visit the [Teaching Center](#): Broward Hall, (352) 392-2010 or (352) 392-6420 to make an appointment.
- For help brainstorming, formatting, and writing papers visit the [Writing Studio](#): 2215 Turlington Hall, 352-846-1138.
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

Frequently Asked Questions

Q: Can I refer to you by your first name?

A: No.

Q: Are we going to have an ICA on [insert date here]?

A: I don't know. I typically decide whether or not there will be an in-class assignment a few minutes before class starts, so I can't tell you ahead of time whether there will be one or not.

Q: Can I be excused from the ICA we completed during the last class? I missed it because of [insert excuse here].

A: The only excused absences are those outlined in the make-up policy above. Unless your absence is covered by the description above, you will receive a zero for missing in-class assignments.

Q: Can I be excused from the ICA we completed during the last class? I had an exam for another class at that time.

A: No, please do not schedule exams for other courses during this class.

Q: Why don't you post the PowerPoints before class? I want to have them prior to the lecture because [insert reason here].

A: I simply prefer to wait until the lecture is over before posting the PowerPoint. Once class is over you will have access to all information covered in the lecture.

Q: When should I attend office hours?

A: Any conceptual/lecture related questions, questions about study tips, questions about exams, or general inquiries are for office hours. You also don't have to have a specific reason to come to office hours, sometimes people show up to talk about things that are not related to class.

Q: Oh no! My reflection didn't upload properly/the power went out in my apartment when I was uploading/I completely forgot about the assignment/I had 15 exams this week and didn't prioritize your class/I had more important things to do! And now I have a zero on Canvas for that reflection! Can I turn it in late?

A: No, I do not accept late assignments (after the 24-hour window for late credit specified above). Even if it's one minute late. I do this so everyone is treated the same way without exception. I understand you are busy, but almost everyone else in this class is busy too. Please be proactive and submit your assignments early enough to avoid this situation; if you encounter technical issues, there will be time for you to email me and let me know before the deadline. It is much easier to deal with problems before the deadline than it is to retroactively fix them.

Q: I promise I posted my reflection on Canvas, but now it's not there anymore and it says my assignment is missing? Can you accept it late?

A: No, we grade assignments that are on Canvas by the deadline. It's your responsibility to make sure your assignment is online and visible.

Q: You're so mean for not allowing me to turn in late assignments!

A: Yes.

Q: Can I attend office hours to discuss that assignment that was graded two days ago?

A: Yes, students are encouraged to come to office hours with any questions that they have about grades on assignments or exams as long as it is within the three-day window (see next question).

Q: Can I attend office hours to take a look at that assignment that was graded four weeks ago?

A: No. You are welcome to attend office hours with any questions you have about a grade, but you must do this within three days of the grade being posted. Once this deadline has passed, these grades are nonreviewable.

Q: Can I take Exam 3 early? I need to do this because [insert excuse here].

A: No, you can't. The only exception is if you have two exams scheduled at the same time. If this is the case, you can reschedule Exam 3 and take it after the regularly scheduled time.

Q: Is there anything I can do for extra points?

A: There are no extra points in this class. Please be aware of your grade throughout the semester and speak to me if you are not on your desired trajectory instead of asking for extra points at the end of the semester. The earlier you identify an issue, the easier it is for us to work on it.

Q: Can you round up my grade? I'm so close to an A!

A: No, I will not round up grades. Everyone receives the letter grade equivalent to the final numeric score you have at the end of the semester. Please do not ask this question, I hate when people ask this question.

Q: Can you write a letter of recommendation for me?

A: That's conditional. I have written recommendations for former students who are going to graduate school, applying for scholarships/internships, etc. However, if I'm going to write a letter for you I need to be sure of two things: 1) I actually know who you are and some things about you, and 2) you performed well in my class. I want to be able to write something that is both personal and complimentary. If I have never spoken to you it's tough for me to tell someone else how great you are. And if you never showed up to class or blew off all of my assignments, I won't have very good things to say about you.

Without establishing some sort of boundaries I would receive far too many rec letter requests to manage. So, if you'd like me to write you a letter I am happy to, but you must establish some sort of contact with me *while you're in my class* so we can build rapport. There are no exceptions to this; if I receive an email from a student requesting a letter and they do not fit these criteria, I will politely decline. The reason is because writing a personalized letter of recommendation is a time-consuming and I want to reserve that time for students who I actually know.

Course Schedule

*subject to change at the instructor's discretion

Week	Date	Topic	Notes
1	Mon, January 9	Introduction	
	Wed, January 11	Topic 1: Defining Sociological Terms and Concepts	
	Fri, January 13		
2	Mon, January 16	University Holiday	No Class
	Wed, January 18	Topic 1 (continued)	
	Fri, January 20		
3	Mon, January 23	Topic 2: Theoretical Frameworks	
	Wed, January 25		
	Fri, January 27		
4	Mon, Jan 30	Topic 2: Theoretical Frameworks	
	Wed, February 1		
	Fri, February 3		
5	Mon, February 6	Exam 1	Topics 1 & 2
	Wed, February 8		
	Fri, February 10		
6	Mon, February 13	Topic 3: Social Class & Education	
	Wed, February 15		
	Fri, February 17		
7	Mon, February 20	Topic 4: Race, Ethnicity & Migration	
	Wed, February 22		
	Fri, February 24		
8	Mon, February 27	Topic 4 (continued)	
	Wed, March 1		
	Fri, March 3		
9	Mon, March 6	Exam 2	Topics 3 & 4
	Wed, March 8		
	Fri, March 10		
10	Mon, March 13	Spring Break	No Class
	Wed, March 15		
	Fri, March 17		
11	Mon, March 20	Topic 5: Gender, Sex & Sexuality	
	Wed, March 22		
	Fri, March 24		
12	Mon, March 27	Topic 5: Gender, Sex & Sexuality	
	Wed, March 29		
	Fri, March 31		
13	Mon, April 3		
	Wed, April 5		

	Fri, April 7		
14	Mon, April 10	Topic 6: Aging & Health	
	Wed, April 12		
	Fri, April 14		
	Mon, April 17		
15	Wed, April 19	Topic 7: Government & Politics	
	Fri, April 21		
	Mon, April 24		
16	Wed, April 26		
	Thurs, May 4		

Rubric for Reflections					
	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence
Content / depth of writing and ideas	Shows great depth of knowledge of class concepts; reveals feelings, thoughts, and/or abstract ideas reflected through use of specific details	Includes some depth and knowledge of class concepts, with personal and general reflections included	Does not go deeply into the reflection; has limited insight and uses some detail	Little or no explanation or reflection on learning, no or few details to support reflection	Shows no evidence of learning or reflection
Organization and idea development	Writer demonstrates logical sequencing through well-developed paragraphs	Paragraph development and sequencing present but not perfected	Logical organization; organization of ideas not fully developed	No evidence of structure or organization	Not applicable
Mechanics and usage	No errors in punctuation, capitalization, spelling, sentence structure and word usage	Almost no errors in punctuation, capitalization, spelling, sentence structure and word usage	Many errors in punctuation, capitalization, spelling, sentence structure and word usage	Numerous and distracting errors in punctuation, capitalization, spelling, sentence structure and word usage	Not applicable



General Education Subject Area Objectives

Social and behavioral science courses, like SYG 2000, provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Course Objectives for SYG 2000 Principles of Sociology

- 1) Introduce students to the basic concepts, theories, and methods that sociologists use. Course materials and activities provide students opportunities to see how social scientist use varied methods to collect information about specific social issues. Moreover, students will critically assess how that information can be used to frame understanding about why social patterns exist and what might be the possible consequences of those patterns.
- 2) Provide students with a brief overview of sociology as a discipline within the social sciences that exposes students to strategies to identify, study, and address social issues and research questions. Course activities will provide students with opportunities to apply critical thinking skills to evaluate debates about contemporary social issues and the evidence needed to address the issues.
- 3) Help students to develop the ability to understand how various social processes and structures affect one another.
- 4) Encourage students to develop a better understanding of how their own lives and significant relationships are shaped by larger social forces.
- 5) Provide students with insights about how individuals' interactions with others can affect the larger society.

Student Learning Goals

- Teach students how to understand the way institutions influence social trends.
- Teach students how to analyze demographic influences on social outcomes.

Student Learning Objectives

The general education Student Learning Outcomes (SLOs) describe the knowledge, skills and attitudes that students are expected to acquire while completing a general education course at the University of Florida. The SLOs fall into three categories: *content*, *communication*, and *critical thinking*:

- *Content* is knowledge of the concepts, principles, terminology and methodologies used within the discipline. Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.
- *Communication* is the development and expression of ideas in written and oral forms. Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
- *Critical thinking* is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion. Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.

Misc.

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Recording Lectures: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include: student presentations, academic exercises involving solely student participation, assessments (quizzes, tests, exams), private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.