

SYG 2000 – Principles of Sociology  
Summer 2022 Syllabus

Sections: 19901/19902

Location: Online

**Instructor Information**

Dr. Ravi Ghadge (he/him/his)  
Office Location: Turlington 3111

ravighadge@ufl.edu  
Office Hours: Zoom by appointment

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Hello, I'm Professor Ghadge. 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 and at times boring, but please familiarize yourself with the details.

### **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.

## **Course Format**

This course is completely online; all lecture PPTs will be available on canvas. All assessments will be online, and office hours will also be held online if you ever have questions.

## **Student Responsibilities**

Attendance: Being an asynchronous online class, there is no specific requirement of attendance to pass this course. However, you will be expected to demonstrate your active participation in class discussions through the online discussion boards.

Preparation: Student are required to log into class daily to check email updates and respond accordingly, if required. Strong time-management skills to submit assignments on time. Understand that online courses require self-motivation and time to complete course challenges. Knowledge of the material covered in these readings/videos is essential for productive class discussion. Additionally, assignments may require knowledge of the readings/videos assigned for that week.

This is a fully online class. The course is broken up into several modules that must be completed weekly (2 modules per week). Requirements for the two modules must be completed by the end of the week on Monday by 11:59 pm. Each module will consist of textbook readings, PowerPoints, activities/discussion posts, and a quiz. You can access the information for each module by clicking on the Modules folder on the course home page and then clicking on the specific learning module (in each specific module folder you will see a module checklist, the learning objectives, PowerPoint lectures, activities/discussions, and quizzes). In addition to completing the requirements for each module, students must successfully complete two exams administered in the mid and end of the semester. All work for this class must be completed individually.

All quizzes, discussions, and exams are completed and submitted online. Modules will be available on the first day of the assigned week on Tuesday. Exams will be open for one week prior to the due date. To make sure that you do not miss a deadline due to something that comes up at the last minute, it is recommended that you complete your work at least one day ahead of the official due date. The assigned readings for each module and the official due dates for the discussions, quizzes, and exams are posted in the “Course Calendar” on the last page of the syllabus.

Note: The calendar tool in Canvas is there for your convenience; official dues dates are posted on the Course Calendar (last page of the syllabus).

## Required Readings

Required textbook: Giddens, Duneier, Appelbaum, and Carr (2021). *Introduction to Sociology* (Seagull 12th edition). W.W. Norton & Co., ISBN: 978-0-393-53802-1.

\*Additional readings will be posted on Canvas – all material included in the modules is to be covered by students. All other content and discussion boards will be material that may be included in quiz and test assessments.

## Grading

**Your grade will be based on your scores in four assessment categories: Introduction assignment, Discussion Board Participation, Quizzes, and Exams.**

## Assessment Breakdown

Assessment	Description	Percentage of Final Grade
Introduction Assignment	The Introduction Assignment is a completion only assignment intended to offer a general introduction to the class (Communication)	5
Discussion Boards Participation	Discussion Boards will evaluate students' ability to develop connections between topics from lecture and readings to everyday current events (Critical Thinking & Communication)	10
Exams	Exams will evaluate student competence in terminology, concepts, methodologies, and theories used in sociology (Content)	60
Quizzes	Quizzes will evaluate students' ability to interpret and apply information from class readings.	25
Total Grade		100

### Introduction assignment (5%)

*Discussion Board:* You will offer a brief introduction to the class via the online discussion board – this introduction should be relatively concise but offer a general introduction of yourself to the class. This would take the form of a solid paragraph and would engage some information about what you are majoring in (any minors), your status/year, career/job information if relevant, why you are “interested” in course, and at least two things about yourself (typically, students speak to family, pets, hobbies, etc.). The total posting should likely run 5-7 sentences.

*Photo:* Additionally, please post a photo to your Canvas profile (this occurs in the main Canvas page where you logged in – under “Profile” “Change Picture”). Seeing your photo helps me feel more connected to you as a student and helps me more readily recognize someone—particularly in receiving emails and reading the discussion boards. If for some reason you do not wish to post a personal picture of yourself, I am open to other images of personal significance that represent you.

Important dates for Discussion Board Posts (all are due before 11:59 PM on the specified due date):

Introduction Assignment	
Available:	June 27
Due:	July 4

Discussion Board Participation (General) (10%): Your participation in the discussion board should reflect your preparedness, understanding of readings, and intelligent dialogue. Participation may consist of multiple approaches: critical and thoughtful responses to faculty-initiated discussion prompts, or links to videos/news articles/etc. Your discussion posts should be sociological in nature and not be purely opinion based. Any argument pro or against something should be based upon sound reasoning, supported by appropriate evidence. Merely relying upon received or popular knowledge may appropriately support sociological reasoning.

Your discussion posts should not be simplistic commentary such as “I like your posting” or “I totally agree with you” but should demonstrate thoughtful and effective use of course concepts/terms and engagement with the course material. I encourage you to post within each chapter’s discussion – you are not required to reply to the posted “prompt”, but may build and create new threads of discussion—ideas that emerged to you as you read, perhaps links to articles or YouTube videos relating to content, etc. Basically, you may reply to the idea prompt, or create new dialogue – much as would happen in a face-to-face classroom. One never knows what ideas may emerge... new ideas make for far more interesting and engaging dialogue and thought as related to our readings!

You will be expected to participate in all discussion boards, and you are expected to remain an active and effective online participant throughout the semester to secure a strong grade in this component.

In order to get credit for participating in the Discussion Boards, you need to both 1) Post at least once with a thoughtful response to the discussion prompt and 2) Provide a thoughtful response to at least one of you classmates’ responses offering additional detail.

**POSTING**—The Instructor will post an open-ended thought-provoking question based on the module topic and readings to stimulate discussion. Your response should include a descriptive topic written in the subject line to clearly give others a sense of the discussion. In the body of your post, focus on original thought and opinion about the material. To further show your understanding, provide an original real-world example or personal experience which supports or refutes the material. **Each posting should be about 5-7 sentences long.**

**REPLIES**—There can be multiple replies to each post, if each reply remains focused on the original topic and continues to extend the conversation. Your replies should clearly state if you agree or disagree with the substance of the original post, extend the conversation with additional original thought or opinion about the material, and clearly provide another unique original real-world example or personal experience which supports or refutes the position. **Again, each reply should be about 5-7 sentences long.**

You will be assessed in your discussion posting based upon the quality of your posting and of your response posting(s) as per the grading rubric provided at the end of this syllabus.

Participation scores will be distributed in 5 points increments (i.e., 100, 95, 90, 85...). Exceptional participation may result in “**extra credit**”, via participation score of 105 or 110.

Note, your introductory discussion board posting will count towards this aspect of your course grade.

Important dates for Discussion Board Posts (all are due before 11:59 PM on the specified due date):

Quiz #	1	2	3	4	5	6	7	8	9	10	11
Available:	June 27	June 27	June 5	July 5	July 12	July 12	July 19	July 19	July 26	July 26	Aug 2
Due:	Jul 4	July 4	July 11	July 11	July 18	July 18	July 25	July 25	July 1	Aug 1	Aug 4

**Module Quizzes (25%):** Students must complete a 20-question multiple choice quiz via Canvas at the end of each module (due by 11:59 pm on the due date at the end of that week: see Course Schedule for due dates). The quizzes will contain multiple-choice, fill-in-the-blank, and T/F questions that cover the material discussed from the assigned textbook. You can access each quiz within each module or by clicking on the “Quizzes” tab at the top of the page. You have 40 minutes to complete the quiz. PLEASE take the quiz after you have completed all the readings and activities. I also suggest that you study for the quiz. If you try to look up the answer for each question (in the text and PowerPoint slides), you will run out of time. Since it is timed, make sure that you will not have any interruptions (i.e., friends, kids, work, etc.). Also, since each quiz is available for two weeks prior to the due date, there are no make-up quizzes; however, I will drop your lowest quiz grade when calculating your quiz average. Students may only take each quiz once. Quizzes are auto graded on Canvas; in general, the quiz associated with a particular topic will open on the first day of the week when we discuss that topic, and it will close the end of last day of the week after we complete the topic.

Important dates for Quizzes (all are due before 11:59 PM on the specified due date):

Quiz #	1	2	3	4	5	6	7	8	9	10	11
Available:	June 27	June 27	June 5	July 5	July 12	July 12	July 19	July 19	July 26	July 26	Aug 2
Final Due Date	Jul 4	July 4	July 11	July 11	July 18	July 18	July 25	July 25	July 1	Aug 1	Aug 4

**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.

**Exams (2x30% each = 60% total):** There are **two required exams** for this course. Each exam is worth 30% of the final grade. Each exam will cover material from the readings, lectures, class discussions, and videos preceding each exam. Exams will consist of all multiple-choice questions. Please be sure to SAVE as you go! There will be no make-up exams. Please also note, collaboration on tests is a form of academic dishonesty and if noted will be pursued, per below “Plagiarism and Cheating” policies.

Important dates for the Exams (all are due before 11:59 PM on the specified due date):

Introduction Assignment	Exam 1	Exam 2
Available:	July 12	Aug 2
Due:	July 18	Aug 5

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

For discussion boards 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 90/100, it will be listed as a 40 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 discussion boards 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. 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.

If there is a legitimate reason why you miss an 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](mailto: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	73.0–76.9
A-	90.0–93.9	C-	70.0–72.9
B+	87.0–89.9	D+	67.0–69.9
B	83.0–86.9	D	63.0–66.9
B-	80.0–82.9	D-	60.0–62.9
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**

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](#).

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](#) is required.

### **Class Policies**

Office Hours: If you need clarification or do not understand what we went over in class I am available to discuss anything with you over Zoom by appointment. 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 time period has passed these grades are nonreviewable. This policy is to ensure that students are swift with their grade related questions so the professor can move on to more current obligations.

Email policy: Students can contact me via email on my university account ([ravighadge@ufl.edu](mailto:ravighadge@ufl.edu)) or through Canvas. I will do my best to reply to emails in a timely fashion. There is one exception: any email sent in the afternoon on a Friday or other non-business day will be replied to on the following business day. 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.

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 the [GatorEvals page](#). 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 [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Results page](#).

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.

#### 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. There are no stupid questions, so if you do not understand a concept ask for clarification.
3. **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.
4. Utilize UF’s academic resources such as tutoring and other services through the [Teaching Center](#). 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](mailto: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](#).

## Course Calendar

I plan to follow the course syllabus presented in this document will be followed as closely as possible. However, it is subject to change at the discretion of the instructor in the event of extenuating circumstances. This includes the tentative calendar presented below.

<b>Week (Tuesdays- Mondays)</b>	<b>Module</b>	<b>Assignments Due ALL Assignments must be completed before 11:59 pm on the recommended completion dates</b>
<b>Wk1: Jun 27–July 4</b>		
Module 1	Ch. 1. What Is Sociology?	Introduction assignment (7/4) Discussion Board#1 (7/4) Quiz#1 (7/4)
Module 2	Ch. 2. Asking & Answering Sociological Questions	Discussion Board#2 (7/4) Quiz#2 (7/4)
<b>Wk2: July 5–July 11</b>		
Module 3	Ch. 3. Culture & Society	Discussion Board#3 (7/11) Quiz#3 (7/11)
Module 4	Ch. 4. Socialization & the Life Course	Discussion Board#4 (7/11) Quiz#4 (7/11)
<b>Wk3: July 12–July 18</b>		
Module 5	Ch. 6. Groups, Networks, and Organizations	Discussion Board#5 (7/18) Quiz#5 (7/18)
Module 6	Ch. 7. Conformity, Deviance, and Crime	Discussion Board#6 (7/18) Quiz#6 (7/18)
<b>Exam 1</b>	Chapters 1-4 and Chapters 6-7	July 18
<b>Wk4: July 19–July 25</b>		
Module 7	Ch. 8. Stratification, Class, and Inequality	Discussion Board#7 (7/25) Quiz#7 (7/25)
Module 8	Ch. 9 Global Inequality	Discussion Board#8 (7/25) Quiz#8 (7/25)
<b>Wk5: July 26—Aug 1</b>		
Module 9	Ch. 10. Gender Inequality	Discussion Board#9 (8/1) Quiz#9 (8/1)
Module 10	Ch. 11 Ethnicity and Race	Discussion Board#10 (8/1) Quiz#10 (8/1)
<b>Wk6: Aug 2—Aug 5</b>		
Module 11	Ch. 19. Population, Urbanization, and the Environment	Discussion Board#12 (8/4) Quiz#12 (8/4)
<b>Exam 2</b>	Chapters 8-11 and 19	Aug 5

**Discussion Board Grading Rubric**

**Initial Posting: 60%**

<p>Relevance (10-50 points)</p>	<p>Excellent: Posting is highly relevant to the prompt and makes good connections with the class material. Demonstrates sociological perspective and terminology use. 45-50 points</p>	<p>Good: Posting is centrally relevant to prompt and makes some connection with the class material. Demonstrates sociological perspective and terminology use. 30-40 points</p>	<p>Fair: Posting’s relevance to prompt is vague or weak. Limited sociological perspectives and terminology use; reliance upon on personal opinions. 20-25 points</p>	<p>Poor: Posting does not appear to address the prompt or connect to class material. Heavy reliance upon opinion rather than sociological perspective 10-15 points</p>
<p>Length (0-10 points)</p>	<p>Excellent: Substantial paragraph of 5-7 appropriate sentences or more. 10 points</p>	<p>Good: Paragraph of approximately 4-5 sentences. 5 points</p>	<p>Poor: Postings of 3 or fewer sentences 0 points</p>	
<p>Grammar (-10-0 points)</p>	<p>Excellent: Very few, if any, grammatical/spelling issues; uses proper English. No point deduction</p>	<p>Good: Some level of grammatical/spelling errors (demonstrates non-use of spell check feature) -5 points</p>	<p>Poor: Numerous grammatical/spelling errors -10 points</p>	
<p>Timely Submission</p>	<p>10-point deduction for each day late for posting of initial post (see course calendar for initial posting deadline)</p>			

**Response Posting: 40%**

Relevance (10-30 points)	Excellent: Posting is highly relevant and appropriate to initial posting. 30 points	Good: Posting is centrally relevant to initial posting. 20-25 points	Fair-Poor: Posting is superficial in content. 10-15 points
Length (0-10 points)	Excellent: Substantial paragraph of 5-7 appropriate sentences or more. 10 points	Good: Paragraph of approximately 4-5 sentences. 5 points	Poor: Postings of 3 or fewer sentences 0 points
Grammar (-10-0 points)	Excellent: Very few, if any, grammatical/spelling issues; uses proper English. No point deduction	Good: Some level of grammatical/spelling errors (demonstrates non-use of spell check feature) -5 points	Poor: Numerous grammatical/spelling errors -10 points
Timely Submission	Response posting must occur by posted deadline (no responses accepted for credit after the close of discussion board)		

Points are applied in 5-point increments within each category.

Extra postings will positively impact total score and can result in bonus point earnings up to a total score of 110 on an individual discussion board.

Relevance of the Introduction Discussion board will be assessed based on posted discussion guidelines.