

SYG 2000 – Principles of Sociology  
Fall 2023 Syllabus

**Instructor Information**

This syllabus is followed by the graduate student instructors. The section/class numbers, location, time-day, are each specific to one of the instructors

*Suggested contents:*

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Hello, I'm [instructor name]. Welcome to SYG 2000, Principles of Sociology. [*continue welcome message*]

**General Education Subject Area Objectives** [*include verbatim*]

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** [*include verbatim*]

- 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** [*include verbatim, add others if necessary*]

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

**Student Learning Objectives** [*include verbatim*]

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** [*describe as necessary, the text below is a sample*]

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.

Masks are expected, but not mandatory, for all students attending in-person classes.

**Student Responsibilities** [*describe as necessary, the text below is a sample*]

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.

**Required Readings** [*describe as necessary, the text below is a sample*]

The textbook for this class is OpenStax Introduction to Sociology 3<sup>rd</sup> 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 four assessment categories: Exams, Reflections, Quizzes.** *[describe as necessary, the text below is a sample]*

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 30% of your final grade. These assignments will be based on topics discussed in lecture or in the readings.

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

Reflection #	1	2	3	4	5
Available:	TBD	TBD	TBD	TBD	TBD
Due on:	TBD	TBD	TBD	TBD	TBD

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.

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

Quiz #	1	2	3	4	5	6
Available:	TBD	TBD	TBD	TBD	TBD	TBD
Due on:	TBD	TBD	TBD	TBD	TBD	TBD

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.

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.

**Assessment Breakdown** *[describe as necessary, the text below is a sample]*

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

**Late Submissions, Excused Assignments & Make-Up Assignments/Exams** *[describe as necessary, the text below is a sample]*

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.

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).

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](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 *[describe as necessary, the text below is a sample]*

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/>

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.

**Class Policies** [*describe as necessary, the text below is a sample*]

Office Hours: If you need clarification or do not understand what we went over in class I am available to discuss anything with you in office hours. [timing of actual office hours TBD by individual instructor]

Email policy: Students can contact me via email through Canvas. I will reply within 48 hours, 36 for a weekend.

**Other things to know** [*include the following two sections verbatim*]

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.

Helpful Links: *[this section is not mandatory, but helpful for students]*

- 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](#).

**Rubric for assignments:** *[here you should include any general rubrics you will use to assess students; if you will use various rubrics it is not necessary that you include all of them, but you might want to describe the general things you're looking for in their submissions]*



**Course schedule** [describe as necessary, the schedule below is a sample and should be customized based on the instructor's preferences]

\*subject to change at the instructor's discretion

Week	Date	Topic	Notes
1	Some courses are MWF and some are TTH	Introduction to the course	
2		Topic 1: Defining Sociological Terms and Concepts	Quiz 1 – due: Reflection 1 – due:
3		Topic 1 (continued)	
4		Topic 2: Theoretical Frameworks	Reflection 2 – due: Quiz 2 – due:
5			
6			
6		Exam 1	Topics 1 & 2
7		Topic 3: Social Class & Education	Reflection 3 – due: Quiz 3 – due:
8			
9			
9		Topic 4: Gender, Sex & Sexuality	Quiz 4 – due: Reflection 4 – due:
10			
10			
11		Exam 2	Topics 3 & 4
11		Topic 5: Race, Ethnicity & Migration	Quiz 5 – due: Reflection 5 – due:
12			
12			
13		Topic 5 (continued)	

		Topic 6: Aging & Health	
14			
15		Topic 6 (continued)	Quiz 6 – due:
16		Topic 7: Government & Politics	Quiz 7 – due:
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