

PRINCIPLES OF SOCIOLOGY (SUMMER 2024), Online
(SYG 2000, 18260 [section RG01], 18261 [section RG02])

Instructor information

Dr. Ravi Ghadge (phonetically, ghaad gay, he/him/his)
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Office hours: Wednesday 9:30-11:30 am via Zoom & by appointment

Teaching Assistant

TBD
Office hours: TBD

GENERAL EDUCATION SUBJECT AREA OBJECTIVES

General Education Credit

- Social and Behavioral Sciences (S)

This course accomplishes the [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for General Education credit. Courses intended to satisfy General Education requirements cannot be taken S-U.

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.

Sociology is the *systematic* study of social life. By studying Sociology, we learn how social groups, institutions, norms and values, and social identities are created and transformed by people through social interaction. We learn how “social structures” like race, gender, class, and caste influence our lives. Therefore, Sociology is the study of social stability, conflict, and change.

Why study Sociology? Sociology is deeply related to our everyday experiences. It provides the conceptual, analytical, and theoretical tools—the “sociological imagination”—to understand the world around us. It challenges our taken-for-granted understanding and enables us to see how social forces that may appear unrelated to us impact our lives. In today’s global world, our lives are connected to people far away from us. Sociology enables us to see those connections, thereby

enlarging our worldviews. Therefore, Sociology helps us in becoming informed and responsible global citizens.

COURSE OBJECTIVES

- 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 OBJECTIVES

At the end of this course, students will be expected to have achieved the Social and Behavioral Sciences [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the social sciences.*

- Students will identify and apply theories, concepts, and analytical frameworks to understand social issues from a sociological perspective.
- Students will demonstrate methods sociologists used to collect data.
- Assessments
 - In-class assignments and exams will assess students' competence in sociological content, concepts, and theories.
 - The observation assignment will assess students' ability to collect and analyze ethnographic data.

Critical Thinking: *Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions to problems within the social sciences.*

- Students will analyze and critique multiple sociological perspectives.
- Students will examine the broader social context and patterns of contemporary social issues and the evidence required to address them.

- Students will demonstrate the connections between sociology and their everyday lived experiences.
- Assessments
 - In-class assignments and exams will assess students' ability to analyze social issues from multiple perspectives.
 - The socio-autobiography assignment will assess students' critical reflection on how broader social forces impact their lives.

Communication: *Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the social sciences.*

- Students will communicate knowledge, ideas, and reasoning related to various social issues in written and oral forms.
- Assessments
 - Students will participate in written or oral discussions in the classroom through in-class assignments.
 - Students will collaborate on the observation assignment and submit a report discussing their group findings and individual reflections.

COURSE FORMAT

This course is completely online; all lectures and 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 for attendance to pass this course. However, you will be expected to demonstrate your active participation in class discussions through the online discussion boards.

Preparation: Students 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 divided 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 contain textbook readings, PowerPoints, activities/discussion posts, and quizzes. 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 complete two exams administered at the middle 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 before 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 – students will cover all material included in the modules. All other content and discussion boards will be material that may be included in quiz and test assessments.

COURSE REQUIREMENTS, MASTERY OF SLOs, AND GRADING

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

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 (Content)	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 provide 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 the 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 on 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 allows me more readily recognize someone—particularly in receiving emails and reading the discussion boards. If 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:	May 13
Due:	May 20

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.

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 your 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 thoughts and opinions 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):

Discussion Board	1	2	3	4	5	6	7	8	9	10	11
Available:	May 13	May 13	May 21	May 21	May 28	May 28	Jun 4	Jun 4	Jun 11	Jun 11	Jun 18
Due:	May 20	May 20	May 28	May 28	Jun 3	Jun 3	Jun 10	Jun 10	Jun 17	Jun 17	Jun 21

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 in 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 a week 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 at the end of the last day of the week after we complete the topic. Students can view their incorrect responses immediately after the quiz attempt. However, correct answers are not displayed until after the due date.

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:	May 13	May 13	May 21	May 21	May 28	May 28	Jun 4	Jun 4	Jun 11	Jun 11	Jun 18
Final Due Date	May 20	May 20	May 28	May 28	Jun 3	Jun 3	Jun 10	Jun 10	Jun 17	Jun 17	Jun 21

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 multiple-choice questions. Please be sure to SAVE as you go! There will be no make-up exams. Please also note that 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):

Exams	Exam 1	Exam 2
Available:	May 28	Jun 10
Due:	Jun 3	Jun 17

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

Students who miss a discussion, quiz, or exam without an excuse may or may not be allowed a make-up at my discretion. Students who miss an assignment must contact me within one hour of the original due date if they are allowed the opportunity for a make-up; I will not seek out students to make sure they reschedule. There will be a penalty for any late submissions that are approved. Please note that reasons such as laptops/internet not working, I was traveling, I forgot the deadline, etc., are not considered legitimate reasons. You have a week to submit your assignments; therefore, you should plan accordingly. Note that there will be no make-ups for Exam 2.

Students who miss classes for excused absences must email the instructor to arrange any make-up work as soon as their condition permits. To be excused, medical situations must be documented (such as a signed physician’s form). Consistent with [university attendance policies](#), make-up work will be allowed for excused absences related to illness, religious holidays,

university activities, and military obligations. If you plan on missing any classes due to religious observances, please let me know early in the semester.

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 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

A minimum grade of C is required for General Education credit.

Information on current UF grading policies for assigning grade points may be accessed [here](#).

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 during 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.

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.

COURSE POLICIES

Classroom Environment—People learn best when they are encouraged to ask questions and express their diverse opinions on course content, including images, texts, data, and theories from across disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, where students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today’s complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. Students and instructors are encouraged to ask honest questions and thoughtfully engage one another’s ideas in response to challenging material. But hostility, disruptive and disrespectful behavior, and provocation for provocation’s sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the University of Florida’s mission, which includes exploring intellectual boundaries, creating new knowledge, and pursuing new ideas.

The material in this course does not represent the instructor's personal views and opinions but represents a sociological perspective. The material may challenge some of your common-sense understanding of social inequalities and may lead you to reflect on your own (or your family's) experiences within the stratification system. For some students, this may be the first time they recognize the depth of their disadvantage or the extent of their privilege, which may cause discomfort. Sometimes, your personal experiences may not fit the sociological insights presented in class or the readings. Although this is an opportunity to learn and explore, some students may find this personally challenging and even threatening.

Occasionally, we will engage in a frank discussion of controversial and sensitive topics in this class, including (but not limited to) race, sexuality, political, and religious views. Given the diversity of our experiences, there may be occasions when conflicting viewpoints are expressed, but we must learn to disagree respectfully and with reason.

Therefore, to ensure that we have an effective classroom that is conducive to learning, we need to establish specific **ground rules**:

- We will create a safe atmosphere in the classroom that is conducive to learning.
- We will respect others and their ideas even when we disagree with someone during class or online discussions. We will respond to *ideas* rather than personally attacking or labeling the *person* expressing them.
- Our questions should show some consideration for your audience, and our answers should show some knowledge and context for the topic being discussed.
- We will not dominate class discussions.
- We will not discriminate, harass, or intimidate another student(s).
- We will respect the instructor's role as the class moderator and facilitator.
- We will observe other common-sense courteous behavior in class and during online discussions.

According to legal and university guidelines, I reserve the right to act against consistently disruptive students.

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 non-reviewable. 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) 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.

UF POLICIES

Academic Misconduct

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies the number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). Please consult with the instructor or TAs in this class if you have any questions or concerns.

In-class Recording

Per UF policies, students are permitted to record video or audio of class lectures, although 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 preparation for, a criminal or civil proceeding. All other purposes are prohibited. 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 lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, 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.

Online Evaluation Policy

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 on the [GatorEvals page](#). Students will be notified when the evaluation period opens. They 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 on the [GatorEvals Public Results page](#).

Classroom Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](#). You must share your accommodation letter with me and discuss your access needs as early as possible in the semester.

Student Complaints Policy

If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor, whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record; in classes without TAs, this may be the departmental course coordinator or the department chair. Their contact information can be found on the syllabus or the [department website](#). Email to the departmental contact should include a clear description of the student's concern and supporting documents. Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the [Office of the UF Ombuds](#).

Helpful Campus Resources

Health and Wellness

- Visit the [Counseling and Wellness Center website](#) or call (352) 392-1575 for information on crisis and 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.

Academic Resources

- 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.
- [Student Complaint Campus](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

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).
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- Contact the [UF Computing Help Desk](#) at (352) 392-4357 or via e-mail at helpdesk@ufl.edu for E-learning technical support.
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- 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 instructor's discretion in the event of extenuating circumstances. This includes the tentative calendar presented below.

Week (Tuesdays- Mondays)	Module	Assignments Due ALL Assignments must be completed before 11:59 pm on the recommended completion dates
Wk1: May 13–May 20		
Module 1	Ch. 1. What Is Sociology?	Introduction assignment (5/20) Discussion Board#1 (5/20) Quiz#1 (5/20)
Module 2	Ch. 2. Asking & Answering Sociological Questions	Discussion Board#2 (5/20) Quiz#2 (5/20)
Wk2: May 21–May 28		
Module 3	Ch. 3. Culture & Society	Discussion Board#3 (5/28) Quiz#3 (5/28)
Module 4	Ch. 4. Socialization & the Life Course	Discussion Board#4 (5/28) Quiz#4 (5/28)
Wk3: May 28–June 3		
Module 5	Ch. 6. Groups, Networks, and Organizations	Discussion Board#5 (6/3) Quiz#5 (6/3)
Module 6	Ch. 7. Conformity, Deviance, and Crime	Discussion Board#6 (6/3) Quiz#6 (6/3)
Exam 1	Chapters 1-4 and Chapters 6-7	June 3
Wk4: June 4–June 10		
Module 7	Ch. 8. Stratification, Class, and Inequality	Discussion Board#7 (6/10) Quiz#7 (6/12)
Module 8	Ch. 9 Global Inequality	Discussion Board#8 (6/10) Quiz#8 (6/10)
Wk5: June 11–June 17		
Module 9	Ch. 10. Gender Inequality	Discussion Board#9 (6/20) Quiz#9 (6/20)
Module 10	Ch. 11 Ethnicity and Race	Discussion Board#10 (6/20) Quiz#10 (6/20)
Wk6: June 18–June 21		
Module 11	Ch. 19. Population, Urbanization, and the Environment	Discussion Board#12 (6/22) Quiz#12 (6/22)
Exam 2	Chapters 8-11 and 19	June 21

Discussion Board Grading Rubric

Initial post: 60%

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

Response Post: 40%

Criteria	Rating		
Relevance (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 (10 points)	Excellent: Substantial paragraph of 5-7 sentences or more (10 points)	Good: Paragraph of about 4 to 5 sentences (5 points)	Poor: Posting of 3 or less sentences (0 points)

Grammar (-10-0 points)	Excellent: Very few, if any, grammatical or spelling issues; uses proper English No point deduction	Good: Some level of grammatical or spelling errors (demonstrates no use of spell-check) (-5 points)	Poor: Numerous grammatical or spelling errors. (-10 points)
Timely submission	Response posting must occur by posting deadline (no responses accepted for credit after the close of discussion board)		

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

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