FLORIDA INTERNATIONAL UNIVERSITY

SYG 2000

Introduction to Sociology

Section: RVC

Internet/Fully Online

Fall Term 2025

Course Time Zone | Eastern Time (ET). Course due dates are according to this time zone.

Professor Information

Matthew Marr, Ph.D., Associate Professor of Sociology

Roles: Primary Instructor

Email: mmarr@fiu.edu

Phone: N/A

Office Hours: 11 AM to 1 PM Thursdays. Please email for an appointment.

Office Location: SIPA 323

Department or Academic Unit: SIPA

Additional Notes

Zoom office hours are held at personal meeting ID: 6018804611.

Course Prerequisites

Course prerequisites, if any, are listed below.

Course Description and Purpose

Sociology is the scientific study of human action and interaction. Sociologists argue that individual and group action and experiences are shaped by the social context in which they occur and in turn, that social context is shaped by individual and group activities and experiences. Sociology, very broadly, aims to understand this interaction. This course will introduce students to various sociological perspectives on issues in contemporary society, as well as how sociologists use research to develop these perspectives. We will cover a variety of broad issues studied by sociologists including social structure, inequality, race, gender, class, families, deviance, work, institutions, and culture. An active "sociological imagination" is important in professional fields as diverse as education, social work, health, safety, politics, business, economics, and engineering.

Textbook and Course Materials

A Sociology Experiment: Third Edition

Required/Recommended: Required

Authors: Shamus Khan, Patrick Sharkey, Gwen Sharp

Publisher: Vital Source

Publication Date: N/A

Copyright Date: N/A

ISBN 10: N/A

ISBN 13: 9798987326725

EBK SOCIOLOGY EXPERIMENT:

Panther Book Pack

The Panther Book Pack rental program provides your required print and digital course materials at a flat rate of $20 per undergraduate credit hour. When you registered for

your classes this session, you were notified via email of the required course materials that are included in the Panther Book Pack.

Make sure to review the pricing for all materials across your classes this semester and compare the cost to the Panther Book Pack flat rate. If the Panther Book Pack is not your best option, you may opt out up to three days after the add/drop deadline. The deadline to opt back into the Panther Book Pack is also three days after the add/drop deadline.

If you do not opt out of the Panther Book Pack rental program, you will be charged $20 per undergraduate credit hour for which you are registered and the course materials will be reserved in your name. For more details and to learn how to access your course materials, visit onestop.fiu.edu/bookpack.

Other Course Materials and Open Educational Resources (OER)

In this course, we will be using textbook chapters and course materials from "A Sociological Experiment" (3rd Edition). This is an initiative by leading sociologists to provide high quality introductory materials in an accessible manner. All required materials will be available for purchase on their [website](#). You can purchase the chapters ($1 a piece) on their website. If that still poses a financial challenge, you can email them to work something out. You will need to purchase 15 chapters for this course (listed in the modules). The textbook is also available through Panther Book Pack.

Student Learning Outcomes/Objectives

Student learning outcomes allow faculty to assess the level of proficiency in content knowledge and skills that their students acquire in a course.

If the objective meets a special designation, you will see the code after the objective:

> University Core Curriculum: UCC
> Gordon Rule Writing: GRW
> Global Learning: GL
> Civic Literacy: CL

- Identify the features of society and their interrelationships, especially those related to race, class, and gender

- Analyze interrelationships between society and self

- Explain the foundations of global inequalities

- Develop viewpoints on how to promote constructive change in societies at the local, national/regional, and global levels

- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view. Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global: UCC

- Students will be able to explain how globally diverse values, beliefs, and behaviors are influenced by social forces: GL

- Students will be able to examine social processes from diverse perspectives (e.g. conflict, functionalist, and symbolic interactionist approaches): GL

- Students will be able to propose solutions to a global problem taking into account multiple perspectives: GL

Expectations of this Course

This is an online course, meaning that all of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Students are expected to:

- **review the Getting Started module** located in the course content;

- **introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum;

- **take the Syllabus Quiz (you need to take the Syllabus Quiz and receive a perfect score-- multiple attempts allowed-- in order to gain access to all the modules, including discussions and exams, in the course)**;

- **interact** online with instructor and peers;

- **review** and follow the course calendar; and

- **check the course website** 3-4 times per week for any updates and notification from the instructor or T.A.

Course Communication

Communication in this course will take place within Canvas. See the [Canvas Guide](#) on communicating with course users for more information.

Visit the [FIU Center for Excellence in Writing resources page](#) for more information on professional writing and technical communication skills.

Policies & Resources

Before starting this course, please review the Policies & Resources Page in Canvas which includes comprehensive information on various University and Course Level Policies such as:

- University Policies

- Accessibility and Accommodations

- Online Etiquette

- Technical Requirements and Skills

- Computer & Digital Literacy Skills

- Course Technology Accessibility Statements and Privacy Policies

- Academic Integrity

- Copyright Statement

- Core Principles of This Course

- Nondiscrimination Statement

- Panthers Care & Counseling and Psychological Services (CAPS)

- Fair Use Policy

Assignments & Assessments

Class Reflections

Class Reflection: 60 possible semester points

Students are required to post a refection in response to the instructor's discussion questions. You will post your response to the questions for that particular week. **You will need to read the assigned chapter readings before posting in order to demonstrate your knowledge of key concepts.**

A point about the elephant in the room (AI)...

I strongly recommend that you do not use AI at all for any assignment in this class. Developing strong analytical and writing skills is crucial for any career and being an informed citizen. My honest opinion is that relying on AI is wasting time in college and I feel a bit disrespected when I read material clearly generated by AI. We really are interested in reading your perspectives, so send your original writing to us proudly!

All assignments use AI detection software. If your assignment is detected as using AI or it reads like AI generated material (flatness of tone, too general, etc.) then you will receive a zero for that assignment and may be reported to Academic and Student Affairs. If you use a source other than our textbook, be sure to provide a citation.

Each student's reflection will be graded according to the following rubric. Points will be deducted if the post fails to meet the following criteria. If your post fails to meet multiple criteria, or fails to meet a criteria in an extreme manner, you will likely receive 0 to 5 points.

- Originality: **the posts must be written without the use of AI.** If you use unassigned materials, be sure to cite and list them.

- Relevance to assigned material: the posted ideas indicate that the student has read the assigned material. **You must use and highlight at least two terms or concepts from the assigned readings for that module. Terms in the title of the chapters do not count.**

- Clarity, coherence: the ideas are stated clearly and coherently.

- Critical thinking: there is evidence that the student has adequately analyzed, synthesized, and evaluated the assigned material.

- Poses a discussion question about the assigned material or draws a connection between a current event or personal experience and the assigned material.

- Spelling, grammar: the posting must meet university-level standards of spelling and grammar. Be sure to break up your post into paragraphs for clarity.

- Length: the initial posting for each weekly module must be no less than 500 words. **Be sure to do a word count before submitting it.**

There will be 6 assigned reflections.

Do not submit your post as a link.

Reflections are due by **Sunday, 11:59 pm** the week/module assigned unless otherwise indicated in the course syllabus/calendar. Reflection prompts will be available for the

duration of each module.

Exams

In order to mitigate any issues with your computer and online assessments, it is very important that you take the Syllabus Quiz from each computer you will be using to take your graded quizzes and exams. Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. You need to receive a perfect score on the Syllabus Quiz in order to gain access to all the modules, including discussions and exams, in the course.

Multiple-choice/true-false exams & final grade:

- 40 possible points each; 240 possible semester points

- The 6 exams will be based entirely on the textbook A Sociology Experiment.

- Each exam will consist of multiple-choice questions; will cover the textbook's assigned readings; and will have 20 questions, worth 2 points each. Thus, each exam will count up to a possible 40 points. **The exams will be available within the modules.**

To prepare for each exam, **FIRST READ EACH CHAPTER CAREFULLY**. That alone should be sufficient. The following tips will also help you study.

- Focus on broad concepts and examples of such concepts, rather than narrow facts.

- The quizzes are only on the readings, but you can also look over and complete any supplemental materials available in the modules or on the A Sociological Experiment website.

Unless otherwise indicated, exams will be available until **Sunday, 11:59** pm, at the end of each module.

Group Engagement Assignment

In this assignment, you will work with a few classmates to gather online sources that provide data and propose solutions to a specific social issue. Then, as individuals, you will compose a letter to send to local, state, and/or national representatives in support of a particular policy or approach. Through this assignment you will sharpen your sociological imagination and, by applying it, you will put into practice sociology's principle that the personal is political.

There will be three total submissions for this assignment. First, your group will submit draft annotations of the sources to receive feedback from the instructor or TA (10 points). Second, your group will re-submit its revised annotations (10 points). Third, you will submit an individual letter or online petition (20 points).

Extra Credit and Late Assignments

Please email the professor if you have any issues.

There will be at least one extra-credit assignment on Canvas worth 10 points.

Late work: please contact the professor regarding possibly receiving partial credit. Generally, a late assignment, if accepted, will be deducted 10 percent of total points per day late.

Grading

The graded assignments will be 6 multiple-choice/true-false exams (40 possible points each; 240 possible semester points), 6 reflections (10 possible points each; 60 possible semester points), a group engagement assignment (40 possible points), and a syllabus quiz (10 possible points) adding up to 350 total possible semester points.

Final grades will be computed by the percentage of 350 total possible semester points earned.

Course Grades Distribution Table

Course Requirements	Number of Items	Points of Each	Total Points Available

Course Requirements	Number of Items	Points of Each	Total Points Available
Syllabus Quiz	1	10	10
Exams	6	40	240
Class Reflections	6	10	60
Group Engagement Assignment	1	40	40
Total	**12**	**N/A**	**350**

Letter Grade Distribution Table

Letter Grade	Sample Range %
A	95 - 100
A-	90 – 94.99
B+	87 – 89.99
B	83 – 86.99
B-	80 – 82.99
C+	77 – 79.99
C	70 – 76.99

Letter Grade	Sample Range %
D	60 – 69.99
F	0 – 59.99

Canvas Schedule

Due Date	Assignment Name	Assignment Type	Points
	[Academic Honesty Policy](#)	Quiz	0
	[Extra Credit - PhotoVoice](#)	Assignment	0
	[Hi! Introduce Yourself](#)	Discussion	0
	[Mid-Semester Grade (UCC Requirement)](#)	Assignment	100
	[Open Forum](#)	Discussion	0
	[Open Forum](#)	Discussion	0
	[Practice Quiz](#)	Quiz	0
	[Syllabus Quiz](#)	Quiz	10
	[Syllabus Quiz](#)	Quiz	10
8/31/25	[Class Reflection 1](#)	Assignment	10
9/7/25	[Exam 1](#)	Quiz	40

Due Date	Assignment Name	Assignment Type	Points
9/14/25	Class Reflection 2	Assignment	10
9/21/25	Exam 2	Quiz	40
9/28/25	Class Reflection 3	Assignment	10
10/5/25	Exam 3	Quiz	40
10/5/25	First Draft of Group Resources	Assignment	10
10/12/25	Class Reflection 4	Assignment	10
10/19/25	Exam 4	Quiz	40
10/26/25	Class Reflection 5	Assignment	10
11/2/25	Exam 5	Quiz	40
11/2/25	Revised Annotated List	Assignment	10
11/9/25	Class Reflection 6	Assignment	10
11/16/25	Exam 6	Quiz	40
12/7/25	Individual Letter	Assignment	20

Schedule

N/A

Core Principles of this Course

This course is designed to serve all students by fostering collaboration and encouraging an appreciation for multiple perspectives and ideas. We recognize and value the lived experiences that each student brings to the classroom and are committed to ongoing education that supports open participation.

In alignment with Florida International University's endorsement of the Florida Board of Governors' Statement of Free Expression, this course supports full and open discourse. Civil and respectful discussion is fundamental to critical thinking, both within the classroom and in broader university events. Students are expected to engage in discussions with curiosity, respect, and a willingness to consider differing viewpoints.

Nondiscrimination Statement

The **Office of Civil Rights Compliance and Accessibility** (CRCA) is responsible for ensuring that FIU maintains a workplace and learning environment free from discrimination, where current and prospective faculty, staff, and students are treated equitably. If any student, employee, or applicant has a sincere and reasonable belief that they have been discriminated against or harassed based on age, color, disability, gender, marital status, ethnic or national origin, race, religion, retaliation, sex, or any other protected category, they can report their concerns to the CRCA team through report.fiu.edu.

UCC Category Description

This course satisfies the University Core Curriculum **Social Sciences**, **Group 2** requirement.

According to this category:

Social science courses afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues.

State General Education Course Description and Outcomes

This course aligns with the state-mandated course description and student learning outcomes specified below.

SYG 2000 - Introduction to Sociology

In this course, students will gain an understanding of the basic sociological concepts and vocabulary, including the methodological tools, sociological perspectives, and scientific procedures used by social scientists to collect data and conduct research. Topics generally include: society and culture, institutions, socialization, influences, crime, change, groups, sex, race and ethnicity, family, class, and population.

Student learning outcomes:

- Students will apply multiple sociological perspectives.

- Students will identify methodological tools used to evaluate sociological research questions.

- Students will understand dynamics between individual agency and social influences.