



SYG 2000 Introduction to Sociology

Section: U03

Hybrid/Certified

Fall Term 2024

Course Meeting Information

Class Meeting Times	
Day:	M
Time:	11:00 AM - 12:15 PM
Location:	PC 211

Professor Information

Chris Girard

Contact: girardc@fiu.edu

Office: SIPA 318

Office Hours:

Mondays 4-6 PM 8/26-12/7 (except 9/2 Labor Day, 11/11 Veterans Day (holidays))

Course Description and Purpose

In this course, we will explore together how group membership fundamentally shapes who we are as human beings. You may be surprised to learn that throughout history,

group membership has been transformed by five basic social revolutions. The last revolution could lead to “singularity,” or the merging of human consciousness with the computer. This could change human beings so radically that we won’t even be recognizable. From the vantage point of these five revolutions, we will broach a number of vexing questions that have plagued humanity for millennia. Is violence in our nature or does it express group behavior that evolves over time? Under what conditions could war become obsolete? Are males by nature driven to dominate females? Will women ever prevail over men? Ultimately, the exciting journey provided by the course will provide knowledge of how social forces—shaped by social class, race, and gender—set each of us on different paths. Also, you will learn about global gender inequality from multiple perspectives. One of the goals of the course is for you to become engaged in global problem solving.

Core curriculum requirement: This course satisfies the University Core Curriculum for Social Science Group One (State Required).

Course Goals

WHAT WILL YOU AND I DO IN THIS CLASS? AND WHY? A revolution is now underway in education. There is growing research on learning, cognition, and neurology that is just beginning to be applied to college instruction. One key finding is that knowledge retention requires that you fire your own neurons by doing something to actively process information. This does not happen while passively listening to a lecture, allowing a professor to fire his or her neurons! Another key finding is that it is necessary for you to formulate and to answer deeper questions in order to become a critical thinker and to retain information over the long term. In service of these objectives, you will experience the excitement of being organized into problem-solving groups. Based on an assessment of the written answer that you give for the first team exercise in class, you will be matched into a problem-solving group for the entire semester, starting with the second week.

Representing education’s fast-paced technological revolution, this is a hybrid course. What does that mean? To begin with, this syllabus—along with the professor’s lecture notes, five-minute videos with the professor’s lectures, and all assignments—will be either sent to you directly through your own email or it will be conveniently posted online. The good news? Thanks to technology, you will get everything you need before you

arrive in the classroom. You can listen to lectures and complete assignments at home. On top of this convenient benefit, you will get all of the advantages of active learning in a classroom once per week: interaction with other students and with the professor in problem-solving teams. Other forms of active learning in the classroom, which allow you to fire your neurons, are problem-solving questions and discussions of one-minute papers exploring deeper questions. Any other good news? Yes: your chances of success in this class are excellent! By the way, all exams will be in class, but you will have had lots of practice by the time you are tested.

Your chances for success in this course are very good because: (1) you will have internet access to practice answering questions that will later appear on exams, (2) even if you do not get the right answer by yourself, you will discuss the answer in your team and then you will have a second chance that will be averaged in with your original answer! In addition to exercises that you will complete as an individual using Canvas online, team exercises will be used to assess student comprehension of lecture videos, textbook, and problem-solving readings. These assessments will comprise 20% of the course grade. Beginning with the third class meeting, the Canvas questions (the professor's problem solving and review questions) for each class meeting will be worth 60% of your course grade (Canvas questions do not count for the first or second class meeting). This is a great opportunity for you to learn the responsibility that you will need in the professional world.

Together we will work on study skills based on "deep processing:" View Dr. Chew's six videos on "How to Get the Most out of Studying." After taking notes, call Professor Girard (cell phone number on front page of Canvas, text first) to answer three questions in the extra-credit section of this syllabus. With just two calls and 2-3 hours effort, you can raise your course grade one level (e.g., B- to B). Your success in this class and in the university will skyrocket! Link below:

<http://www.samford.edu/departments/academic-success-center/how-to-study>

UCC Category Description

This course no longer satisfies the University Core Curriculum.

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

- Explain how five social revolutions have transformed humanity
- Identify and apply fundamental sociological concepts
- Explain how globally diverse beliefs and behaviors are influenced by social forces (global awareness*)
- Apply game theory to explain social conflict and cooperation
- Explain how race, class, and gender shape who we are
- Explain the role of violence and power in human existence
- Describe how global and historical forces socially construct gender
- Look at the social world from diverse perspectives—conflict, symbolic interactionist, etc. (global perspective*)
- Propose solutions to a global problem taking into account multiple perspectives (global engagement*)
- Competently apply study skills based on deeper thinking

- Value problem-solving in small groups
- Develop skills as a team player
- *Note: goals marked by an asterisk are global learning objectives

Expectations of the Course

Make-up Policy: See section below on grading.

Attendance Policy: Attend class on 1st day or risk being dropped! Weekly activities in class count for 30% of grade.

- To encourage punctuality and professionalism, Canvas team questions will begin promptly at the start of class. By taking this class, you make a commitment to attend all lectures, arrive on time, and leave only when the professor is finished lecturing. Integrity is an essential aspect of who I am, and I expect this of all students.

Students are expected to:

- Put the professor's cell phone number into their cell phones when announced in class! You must CALL me at least 15 minutes BEFORE class begins for excused absences and makeups (no texting, no email, no written doctor's excuses). You are welcome to call me, text me, or send email for anything except your grade: See your grades on CANVAS. I would love to discuss your grades with you either (1) at the end of class or (2) during my office hours in Zoom sessions on Mondays, 4-6 PM. In CANVAS, click on "Zoom" (top left) to get access.
- Commit yourself to meeting deadlines because no late work will be accepted; respond to emails within 1 day.

- Sign an integrity statement and show it to professor: Integrity—honoring your word—will ensure your success. It is more important for your power and independence in life than anything else. On the last page of the syllabus is an integrity statement. This integrity statement initialed by you and then a photo of it on your cellphone should be brought to class every time we meet. The cellphone photo of the initialed integrity must be shown to the professor in class.
- Acknowledge that policies and deadlines in this syllabus constitute an unbreakable contract without exception.
- Understand that you are welcome to text me anytime! See Canvas (front page) for my phone number. Always text with your name + 2000 (e.g. Devon Smith 2000).

The instructor will:

- log in to the course 2 times a week;
- respond to emails within 24 hours;
- grade assignments within 7 days of the assignment deadline.

Assignments

Exams: Makeup: You receive “0” unless you call 15 min. BEFORE TEST starts (cell # on 1st pg. of Canvas)

REVEL electronic textbook quizzes and Canvas assignments are due Sunday, one day before class meets.

KEY: CA = Canvas Assignments = problem-solving + multiple-choice reviews; **Lec** = Lectures on Canvas

MOD 1 (8/26): Lec 1-3 + videos. REVEL ch. 1, Burn ch 1. The Sociological Perspective. No assignments due.

MOD 2-3 (9/9): (no class 9/2): Lec 4-6 + videos. Burn ch 2. Culture. Ch. 1-2 REVEL + CA due 9/9

MOD 4 (9/16) Lec 7-9 + videos. Burn ch 3. Appiah's Case for Contamination. Ch. 3 REVEL + CA due 9/16

Exam 1 on REVEL chapters 1-3, Burn chapters 1-3 and lectures 1-9 [5% of grade]

MOD 5 (9/23): Lec 10-12 + videos. Burn ch 4. Social Structure and Social Interaction

Teams meet for 15 minutes to divide up tasks for global learning project Ch. 4 REVEL + CA due 9/23

MOD 6 (9/30): Lec 13-15 + videos. Burn ch 5. Groups/Organizations Ch. 6-7 REVEL + CA due 9/30

MOD 7 (10/7): Lec 16-18 + videos. Burn ch 6. Deviance/Social Control Ch. 8 REVEL + CA due 10/7

MOD 8 (10/14): Lec 19-21 + videos. Burn ch 7. Global Stratification Ch. 9 REVEL + CA due 10/14

MOD 9 (10/21): Lec 19-21 + videos. Burn ch 8. Class in U.S. Ch. 10 REVEL + CA due 10/21

Exam 2 on REVEL chapters 1-4, 6-10, Burn chapters 1-8, and lectures 1-21 [5% of grade]

MOD 10 (10/28): Lec 22-24 + videos. Burn ch 9. Race/Ethnicity Ch. 12 REVEL/CA due 10/28

By 10/28 Submit 1 page global-learning gender inequality project to Turnitin.com (in Canvas)

[10% of grade] Also, submit one paragraph summarizing gender-inequality website

MOD 11 (11/4): Lec 25, 26+videos. Burn, chs. 10-11. Gender/Global. Ch. 11,13
REVEL/CA due 11/4

MOD 12 (11/11--no class): Lec 27 + videos. Globalization, game theory, and five
revolutions. CA due 11/11

MOD 13 (11/18): Lec. 27 + videos. Globalization, Game Theory, and 5 revolutions II. CA
due 11/18

Last date for 5-min presentation sign-ups; **WARNING!!!**: these may fill up
earlier. **DON'T** wait!

MOD 14-15 (11/25, 12/2): Lec 27-28 + videos. Pop/urban/change Ch. 20 (due 11/25) Ch.
22, REVEL/ CA due 12/2

FINAL EXAM (Game theory readings; Burn chs. 9-11, REVEL chs. 11-13, 20, 22 lec. 22-
30):

**Mon. 12/9 (12:00-2:00 PM); Makeups must be taken before the final exam; exams
are on CANVAS**

[10% of grade]

Assessments

Assessments that will be considered as part of the final grade:

- In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum hardware requirements.
- All assessments will auto-submit when (1) the timer runs out OR (2) the closing date/time is reached, whichever happens first. For example, if a quiz has a closing

time of 5:00 pm but the student begins the exam at 4:55 pm, the student will only have 5 minutes to complete the quiz.

- Here are the assessments:
 - **Weekly problem-solving exercises 40%** Individual answers before class = 20%, team answers in class = 20%. Exercises completed before class are available from the beginning of the semester until their due dates. Then assignments are no longer accessible. Scores will be available in the Canvas grades section within 48 hours after the due date for most weeks but could take up to one week to grade.
 - **Three exams 20%** Exam 1 = 5%, exam 2 = 5%, final exam = 10%. Exams are in class and last 45 minutes. The final exam is 2 hours. Scores are immediately available after test submission except for the final essay, which could take up to one week to grade.

Multiple-choice reviews 20% Individual answers before class = 10%, answer again in class = 10%. The same review questions are asked twice (before class and in class) so that you can get 100% in the second review-question session by consulting team members. Individual weekly reviews completed before class are available from 8/21 until their due dates. Once you log in, you have 2 hours to finish. You cannot log in twice. Once reviews are submitted, scores are immediately available.

Gender inequality project 10% This global learning project is submitted to Turnitin.com through Canvas. This assignment is available from 8/26 until the due date. It could take one week to grade.

Weekly REVEL questions 10% Click on "Pearson Revel" in left-hand column of CANVAS. These assignments are available from 8/26 through the due dates. For this assessment only, it is possible to turn in assignments up to three weeks late with reduced points. Once you log in, there is no time limit on reading and answering quiz questions inside Pearson Revel chapters. However, you cannot go back to complete assignments that were already submitted. Scores are immediately available in the Canvas grades section once you complete the assignment.

Grading

To help you to succeed in the class, grades are always available to you online on Canvas. You don't need to ask the professor!

The cut-off points (as a percentage) for all work will be:

90 A 87 A- 83 B+ 80 B 77 B- 73 C+ 67 C 57 D

For tests, the actual percentage of correct answers may be boosted (never lowered) using a class curve. Your letter grade is determined by the cut-off point that your score either equals or exceeds. For example, 90 is an "A" and 89.999 is an "A-." To make things really simple and to eliminate any doubts regarding your grade, there is absolutely no rounding and no altering grades unless the professor made a mistake.

Don't "fret" over grades by using the following protocols:

Four grade protocols (remember grade = "FRET MY WORD" protocol—see bolded words below: All professional organizations have protocols or explicit procedures. Here are four grade protocols in the syllabus. Commit these to memory because you will be tested on them. These are my printed (explicit) contract with you:

1. *Approach professor about grades & scores face-to-face (F) only* (this means that Zoom video must be turned on!): during office hours & after class. The professor stays after class all semester for 10 minutes, which ends on the day of the final! After that, come to office hours next semester for any grade questions or challenges. This means no email, texting, or phone calls about scores/grades.
2. *Embrace digital-age grading precision*: for example, 89.999 = 89.999 B+, not 90 A-; there is no rounding (R) up. Physical space is no longer required for large numbers because of microchips!
3. *Pursue grade correction based on evidence (E) in a timely manner*: Scores and GPA are updated on CANVAS each week. Within two (T) weeks maximum after

posting, request instant score or grade changes by showing any evidence to the professor in person after class. Final exam day is the last opportunity.

4. *Accept the professor's word (MY WORD) on due dates:* syllabus deadlines are final (this includes extra-credit).

Following protocols is central to your training to be a professional. This is because professional organizations such as the university are organized as impersonal secondary groups, in which task completion or performance is what counts. Secondary groups are unlike primary groups (family & friends) in which your personal situation is most important. Therefore, the only strategy for success in professional organizations is following protocols and presenting evidence of task completion. What will fail is making pleas based on your personal situation (e.g., I need the grade, I will lose financial aid, I had a family emergency, I didn't know, etc.). The point: don't confuse secondary groups and primary groups.

Of course, there are mistakes in all evaluation processes. Based on your feedback, I look forward to improving my procedures. If you have evidence, present this in a professional (non-emotional) way following all protocols. Again, this will bring you success in your professional life.

Make-up policy and excused absences: To be excused, you can actually talk to me (no message, email, or text) on my cell phone (see front page of Canvas for my cell phone number) at least 15 minutes before exam 1, exam 2, or in-class team Canvas questions. The rule is simple: the deadline for calling me is 15 minutes before class begins to be excused from team Canvas questions or to schedule a makeup for exams. A legitimate reason is sickness, an accident, or injury. You can look forward to actually talking to me on the phone. That is all you need to do. This way you can easily avoid receiving a zero for class activities or for missing exams 1 and 2. In fact, you are not under any pressure to produce a doctor's excuse or a good story. What a relief! There is an additional incentive to remember this one simple rule. There are no exceptions whatsoever (really!) to having to call me first, even if you later come up with a doctor's excuse or try to convince me that your cell phone battery inconveniently exploded just one hour before the exam! (In which case you could borrow someone else's phone). You must schedule a make-up for the final exam at least one week in advance and the alternative testing date must be prior to the scheduled date for the final exam. There are

no make-ups for activities in class that are not tests, although you may be excused for that day without penalty (the points for that week will not be part of your grade calculation).

Three Makeup Protocols (remember “CAB” protocol as a mnemonic—see bolded words below):

You must make arrangements with me (please call my cell (cell phone number on front page of Canvas) at least 15 minutes before all exams) if you need to take a makeup exam. Very rarely will a makeup be permitted for the final exam. A makeup cannot be arranged after a test. What does this policy mean?

1. You must call (C) until you reach me. This must be at least 15 minutes before the exam begins (note: my cell phone number [on front page of Canvas] should already be in your cell phone).
2. You make “arrangements (A) with me.” This requires a phone conversation, not a message.
3. Call before (B) test or exercise: Be certain that no makeups can be arranged after a test. This is very simple & very clear.

Grade Breakdown:

Course Requirements	Points for Each	Weight
Individual Problem-Solving	5	17%
Group Problem-Solving	5	17%
Response to Professor's Feedback	2	6%
Weekly Review Questions	Varies	20%
First Exam	percentage	5%
Second Exam	percentage	5%
Total		100%

Course Requirements	Points for Each	Weight
Final Exam	percentage	10%
Gender Inequality Project	10	10%
Pearson Revel Quizzes	Varies	10%
Total		100%

1. Problem-solving exercises (40 percent of grade): Fun problem-solving exercises will constitute 40% of your course grade. In response to a single set of questions, there are three parts to a problem-solving grade: (1) approximately 17 percent of your course grade comes from the weekly team-produced problem-solving answer in class, and (2) also, you must submit an individual problem-solving answer (typically four to six sentences) to Canvas during the previous week (and again, in class, from your memory) for approximately another 17 percent of the course grade. You will earn up to 5 points for individual problem-solving and up to 5 points for team problem solving. For problem solving there are 12 points total each week, weighted to equal precisely 40 percent of your course grade. By regularly coming to class and making an effort, chances are very good that you will raise your grade with these problem-solving exercises. These exercises will serve at least three course objectives: (1) learning and valuing problem-solving in small groups, (2) developing skills as a team player, (3) boosting your analytical problem-solving and active-learning capabilities, which are critical for professional success.

2. Exams (20 percent of Grade): There will be three exam opportunities to demonstrate your learning after ample in-class practice. The first exam—which is given in module 4—will count for only 5 percent of the course grade. The second exam will count for 5 percent of the course grade. The final exam will count for 10 percent of the course grade. All examinations will be given in class (see scheduled times in this syllabus). Exams 1 and 2 will consist of 20 multiple-choice questions each. The final exam will consist of 21 multiple-choice questions and one essay question (contained in this syllabus to insure that you will do well!). Students arriving late for tests will have as much time as it takes for the last person arriving on time. Exams will be online (on Canvas).

3. Weekly Multiple-choice Reviews: (20 percent of grade): There will be Canvas multiple-choice questions for every week during the semester (see calendar in Assignments section). This will give you many opportunities to earn points. The questions are divided into two distinct halves. First, in-class Canvas questions will count toward 10 percent of your course grade. Although each student answers the questions individually, you can compare your answers with those of team members before answering. There will also be Canvas questions that must be answered on your own by logging in anytime during the week before class. This will count for another 10 percent of your course grade. Again, success is easily achieved with a simple rule: if you at any time do not have a device for completing the Canvas questions, you will not be able to receive credit for the Canvas questions. For Canvas questions, if you have legitimate reason for absence (e.g., court appearance, contagious disease, or auto accident), you must simply CALL (NO TEXTING or email) the professor at least 15 minutes BEFORE CLASS begins to have that week's in-class Canvas questions removed from your grade calculation (talk to me days ahead of jury duty, work, or sports activity). I will be waiting for your call in the half hour before class and I will acknowledge you for being responsible. Furthermore, you won't have any doubts about my absence policy if you don't call before class (cell phone number is on front page of Canvas) because you absolutely know that your score will be zero for the in-class Canvas questions that day. [Note: 20% in-class problem solving + 10% in-class review questions = 30% of course grade, which is in class!]

4. Gender-inequality global learning project (10 percent of grade): (Submit to Turnitin.com through Canvas) By the fifth module, each team will be assigned a chapter in *Women across Cultures: A Global Perspective*. Based on the content of the chapter that has been assigned, each team member will write one page evaluating the benefits and costs of one solution to a specific aspect of global gender inequality. The one-page evaluation must be submitted to Turnitin.com through CANVAS (see calendar section for due date). A division of labor will be established in by the team so that each team member will focus on a different solution or a different aspect of global gender inequality. There should be no duplication among team members. Taking into account local, cultural, and global conditions, each student will indicate in what ways the proposed solution is consistent with and/or inconsistent with "cosmopolitanism" as explained by Kwame Appiah in "The Case for Contamination." (see "calendar" section on page 2 for specific due date in MOD 10). The score will include the co-curricular activity.

Co-curricular activity: This will be weighted to count for 1/5 of the grade of the global learning project. In addition to writing one page on a solution to global gender inequality, each team member must write one paragraph with the web address or link at the top summarizing the contents of a website or online video that in some way addresses the specific aspect of gender inequality assigned to that team member. This can be submitted with your one-page evaluation from the assignment described above but placed on the second page or at the bottom of your submitted assignment.

5. REVEL quiz questions (10 percent of grade): For the assigned weekly REVEL chapter (in the textbook by James Henslin) for each module, you must take all section and chapter quizzes inside REVEL. These quiz questions can only be answered by clicking on “Pearson Revel” in the left-hand column on CANVAS (you must pay for Pearson Revel before you can take quizzes). The total score at the end of the semester will be 10% of your grade. These REVEL quizzes will help you to prepare for exam 1, exam 2, and the final exam.

Essay question on final exam: This question counts for 1/3 of the final exam grade. Here is another example of your good chances of success in this course! I will give you the question right now (!) so you can write a practice essay in advance and commit it to memory (no notes will be allowed at the time of the final):

This essay question will ask you to fully describe and then analyze the problem of global gender inequality from a sociological perspective—using conflict theory, functionalism, and/or symbolic interactionism—and from a feminist perspective or a coevolving informatics perspective (professor’s theory). In addition, you will be asked to explain how globally diverse values, beliefs, and behaviors associated with global gender inequality are influenced by social forces. The essay will be graded with the rubric displayed on the last page of this syllabus. The essay will count for 1/3 of the final exam grade. Because I have given you the essay question right now (!), you can write a practice essay in advance and commit it to memory (no notes will be allowed at the time of the final).

Extra Credit - course grade will be raised one level (e.g., from B- to B) for each of two options below! (You can do both!)

1. View and then use Dr. Chew’s “deep-processing” videos (Samford University) to improve your memory: You will verbally present to the professor (cell phone number on

front page of Canvas) a complete answer for each of the three questions below (focus on videos 2-5 for these items). Each of the SIX VIDEOS runs 10 minutes or less.

<https://www.samford.edu/departments/academic-success-center/how-to-study>

The professor wants to talk to you about these videos (really). First write your answer (written answer is NOT submitted) and then present the answer orally to the professor in a phone conversation (cell phone number on front page of Canvas) for each of the three questions below:

1. What were the goals, methodology (give details), and results for a memory experiment conducted with five groups?
2. What are the four basic techniques of deep processing starting with “elaboration?”
3. What are further techniques of deep processing starting with “question generation?”

Second step (required to get credit): After the first conversation in which you correctly answer the questions above, you will have a second conversation with the professor (cell phone number on front page of Canvas) about applying elaboration and distinctiveness to 3 pairs of concepts likely to appear on the next test. That is, you will name two similarities and two differences for each of the three pairs. If the professor does not answer, just keep calling back until you succeed (every hour or so. . . the professor answers about 70% of the time; don't leave messages). The professor wants to see real improvement, not busy work.

2. Extra-credit presentations: Here is an easy and fun way to raise your grade with a two-minute oral presentation in front of the class (and three minutes maximum for accompanying video). This presentation should be on an exciting or controversial topic (approved in advance by the professor) that is linked to (but not exactly the same as) the content of the book or lectures. The presentation must (1) have at least 3 pictures or a video to be flashed on the screen, (2) be written as notes that are not read (you can glance down occasionally, but you must look at the class), (3) be educational and entertaining, and (4) be rehearsed for me during office hours (or after class) before it is scheduled. To take advantage of this extra credit opportunity, it is necessary to familiarize yourself with the deadlines in the syllabus (see “my word” policy on third page of syllabus)

Textbook and Course Materials

E-Book: Women Across Cultures

Subtitle: A Global Perspective

Required/Recommended: Required

Authors: Shawn Meghan Burn

Publisher: McGraw-Hill

Publication Date: 2023

Copyright Date: 2023

ISBN 10: N/A

ISBN 13: 9781265621919

Purchase/Rent at FIU Bookstore: Purchase/Rent at FIU Bookstore

Pearson Revel (online): Sociology: A Down-to-Earth Approach (15th edition)

Required/Recommended: Required

Authors: James M. Henslin

Publisher: Pearson

Publication Date: 2024

Copyright Date: 2024

ISBN 10: N/A

ISBN 13: 9780137874712

Purchase/Rent at FIU Bookstore: Purchase/Rent at FIU Bookstore

Textbook Description: Essentials of Sociology: A Down-to-Earth Approach takes students on an intellectual adventure of discovery through firsthand accounts of author Jim Henslin's travels around the world. Using his hallmark down-to-earth approach and a traditional 3-perspectives framework, Henslin presents a sincere, accessible narrative that helps students gain a better understanding of both society and themselves.

Panther Book Pack

FIU has implemented the Panther Book Pack rental program, which 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. The Panther Book Pack program applies to all undergraduate credit hours per academic session. I recommend that you review the pricing for all materials across your classes this session compared 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. You may opt back into the Panther Book Pack up to 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 credit hour and the course materials will be reserved for you for the undergraduate courses for which you are registered. For more details, visit onestop.fiu.edu/bookpack.

Course Communication

Texting: For all questions (except for grade questions, which must be asked in person), you can text me anytime on my cell phone. See my cell phone number on first page of Canvas. I am here to help!

Otherwise, communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial](#) or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondences within 24 hours.

Policies

Please review the [FIU's Policies webpage](#). The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses. For additional information, please visit [FIU's Policy and Procedure Library](#).

As a member of the FIU community, you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Conduct and Honor Code](#).

Technical Requirements and Skills

One of the greatest barriers to student success is a lack of basic computer literacy. By computer literacy, we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course, but students enrolled in online courses are expected to have moderate proficiency in using a computer. Please go to the [What's Required webpage](#) to find out more information on this subject

Privacy Policy Statements for Partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [YouTube](#)
- [LinkedIn](#)
- [ProctorU](#)
- [HonorLock](#)
- [Turnitin](#)
- [OpenStax](#)
- [Zoom](#)
- [Respondus LockDown Browser](#)

Please visit our [Technical Requirements webpage](#) for additional information.

Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic

accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

For additional assistance please contact [FIU's Disability Resource Center](#).

Web Accessibility Statements for Partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [YouTube](#)
- [LinkedIn](#)
- [ProctorU](#)
- [HonorLock](#)
- [Turnitin](#)
- [OpenStax](#)
- [Zoom](#)
- [Respondus LockDown Browser](#)

Please visit accessibility.fiu.edu for additional information about accessibility at FIU.

Academic Integrity

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be

subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Conduct and Honor Code.

Academic Misconduct includes:

Cheating

- The unauthorized use of any materials, information, study aids or assistance from another person on any academic assignment or exercise, unless explicitly authorized by the course Instructor;
- Assisting another student in the unauthorized use of any materials, information, study aids, unless explicitly authorized by the Instructor; and
- Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid;

Plagiarism and using AI such as ChatGPT will result in "0" grade

- The deliberate use and appropriation of another's work (including ChatGPT and other AI platforms) without any indication of the source and the representation of such work as the Student's own.
- Assisting another student in the deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

Panthers Care & Counseling and Psychological Services (CAPS)

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior

concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with [FIU's Panthers Care website](#).

[Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call (305) 348-2277 to set up a time to talk or visit the online self-help portal.

Core Principles of this Course

This course will serve to embrace the diversity and inclusivity found within Florida International University. We appreciate and respect diversity, equality, equity, cooperativeness, community, and sustainability within our online courses. We are committed to the ongoing education of our students and their participation within the course regardless of gender, ethnicity, age, sexual orientation, geographical location, religion, and disability. We strive in encouraging collaboration by preparing our students to value the differences in others. At the core of our intentions is the encouragement of acceptance and appreciation of differences within our student population and community.

Copyright

The following conduct is prohibited by the Student Conduct and Honor Code. A lack of familiarity with University policy is not a defense to a violation of this Code. Unless specifically noted, the intent is not a required element to establish a policy violation. The following conduct violation or any attempt to violate the Code will be used in charging all Students or Student Organizations;

Section 5 | Conduct Violations - g. Computer Misuse

- vii. Unauthorized distribution or downloading of copyrighted materials, including but not limited to, unauthorized peer-to-peer file sharing. This is a violation whether the user is using their own personal computer or the University's information technology system for unauthorized distributions.

Copyright Statement: The materials and content in this course are provided solely for student use during the course. Course materials may not be shared outside of the course or with any third party without the explicit permission of the instructor or content publisher. Visit FIU [Library's Copyright Lib Guide](#) to learn more about copyright law and restrictions.

Additional Resources:

- [Student Conduct and Honor Code](#)
- [Digital Millennium Copyright Act Policy](#)
- [FIU - Copyright Guidance for Students](#)
- [FIU Library's Copyright Lib Guide](#)

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.

INTEGRITY STATEMENT (must be initialed and signed)

*Initial & sign. Then bring a photo of this, on your cell-phone or computer, to every class session to show professor that you have the signed integrity statement.

1. **Call 15 minutes before class begins for excused absences:** I have put the professor's cell phone number (cell phone number on front page of Canvas) into my cell phone. I agree to call at least 15 minutes before class starts if I am sick or injured (or I am an FIU athlete) and want to either be excused from in-class team questions or assignments for that day or reschedule a test (not the final) for that day. I agree that I must actually talk to the professor rather than texting or leaving a message (note: I must call even if there is email from FIU athletics). If the professor does not answer when I try to call him again, at least 10 minutes after my first attempt (this must be before class), I will leave a message so that I can be called back later in the day. If I fail to follow CAB protocol—(1) Call and make (2) Arrangements at least (3) 15 minutes Before class begins—I will accept a grade of "0" for that day's test, team questions, or assignment. _____ (initial here)
2. **Integrity:** I agree that I will maintain my integrity at all times. It is by being my word that I maintain my power. I will not submit ChatGPT or other AI (artificial intelligence) output as my own work, use more than five words in the same order from another source or student, look at other people's test answers, plagiarize, or cheat. I understand that I will receive an "F" in the course if the Canvas account registered in my name is used by someone else or I use someone else's account. _____ (initial here)
3. **Attendance and civility:** I agree to attend all class sessions unless I am sick or injured, or unless I recently had an accident. Other acceptable reasons for

absence, with advance notice to the professor as soon as possible, are jury duty, athletic dates, or occasional work commitments. I agree to arrive on time and not leave until the professor has finished speaking, unless I have received permission from the professor to leave early. During class, I agree to talk only when requested to do so by the professor.

4. **Follow the FRET-WORD protocol: Approach professor about grades & scores** (1) **Face-to-face** only during office hours & after class. There is (2) no **Rounding**. Pursue grade corrections based on (3) **Evidence** within (4) **Two weeks** maximum after posting, The professor stays after class all semester, which ends on the day of the final! This means no email, texting, or phone calls about scores/grades. Finally, accept my **WORD** about deadlines (no exceptions, no extensions). _____ (initial here)

Signed: (print you name) _____ date:

Panther ID: _____