# **COURSERA**

# **SOCI 3000 / Marriage & Family**

# **Fall 2021 / 10/24--12/16 (8 Weeks)**

## **Instructor Contact**

Name: Deborah Fessenden

Office Location: Sycamore 288M

Office Hours: Additional help by appointment via Zoom (please email to schedule)

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## **Welcome to UNT!**

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

## **Important Dates and Times**

Course Starts October 24th

Most Assignments Due Saturdays before midnight (11:59 p.m.)

Course Ends Friday, December 16th at midnight (11:59 p.m.)

## **Course Description**

3000. Sociology of Marriage and Family. 3 hours. Interpersonal dynamics of marriage and family life; role and influence of the family as both a powerful primary group and as a social institution in society; current status of families in the United States plus cross-cultural and historical patterns. Advised for students planning sociology graduate work.

## **Course Structure**

This course is delivered 100% online in Coursera. It is an 8-week course. There will be 8 modules, and each module can have multiple lessons with assignments and assessments that will be due that week. This course will consist of quizzes, exams, discussions, and research summaries.

## **Course Prerequisites or Other Restrictions**

There are no prerequisites for the course, but you are expected to be familiar with Coursera using tools such as quizzes and discussions. Additionally, to be successful in this course you will need to:

* Cite sources in your writing, giving credit to where you obtain information.
* Network with others and utilize tact when offered differing perspectives in the course discussions.
* Make the commitment to spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.

## **Course Objectives**

By the end of this course, students will be able to:

1. Recall and identify concepts, terms, theories, and research related to the sociological study of marriage and family.
2. Examine sociological research pertaining to marriage and family and apply information from Cohen to that research.
3. Appraise and discuss current research found in The Story Behind the Numbers videos with their peers.

## **Required Materials**



The only required material in the course is Philip N. Cohen’s textbook, The Family, 3rd Edition (2021). Please do not purchase any other edition of this book. If you do, you’ll likely be doing the wrong assignment and studying dated information. You can acquire the book in several ways, depending on your personal preference. Regardless of which modality you choose, you should obtain your book through the UNT bookstore on campus. ISBN 978-0-393-42292-4.

Access to W.W. Norton’s [digital.wwnorton.com/thefamily3](http://www.digital.wwnorton.com/thefamily3) page comes with the purchase of this book. We will use this page to access the Story Behind the Numbers animation films that are the basis for discussions in this course. To gain access to the digital resources, students are asked to register and create a login ID and password with W.W. Norton. This is easily done after clicking on the URL above and by following the prompts explaining how to register. Free access comes with your purchase of the book.

### **ODA Student Access Information**

Here is where you can find additional information regarding different formats W.W. Norton can help with: <https://wwnorton.com/accessibility/alternative-formats>

The ebook for the Cohen text can be very helpful for students with accessibility needs.  Students can access that here on the digital page:  <https://digital.wwnorton.com/thefamily3>

Or the bookstore can order an access card students can purchase there with this ISBN: 9780393537291

## **Teaching Philosophy**

My personal approach to teaching this course involves creating an online atmosphere where students can broaden their perspective on the changing structure of marriage and family life in the United States and really come to understand the increasing diversity, increasing inequality, and long-term social change that has occurred over the last 100 years in the United States. To do this, students must cooperate by embracing the material in the assigned text so that they can engage one another in fruitful discussions about the changing shape of marriage and family life in our country. Students are expected to carefully read the text assigned in the course and critically think about the changing nature of love, relationships, and commitment. Quizzes and exams will allow you to demonstrate your mastery of the information you learn from the text. It is also important to understand where research comes from and how you can access it. For this reason, I have incorporated a small research summary project in the course where students can find and summarize a piece of research about something that they are personally interested in pertaining to marriage and family.

## **Course Technology & Skills**

### **Technical Requirements and Skills**

Here is a list of the minimum technology requirements for students for this course:

* Working Computer
	+ If your Internet is out or if your personal computer has an issue, you are expected to use the computer clusters on campus to complete your work.
	+ If it is not possible to go to campus, please find another working computer with reliable Internet access to complete your work.
* Reliable internet access
* Microsoft Office Suite
* Uploads to Coursera have been set to only accept .pdf .doc .docx files.
	+ If the professor or TA cannot open your document, you will be awarded a zero and you should contact them as soon as possible to discuss.
* Note that Coursera does not interface well with Pages and Google Docs. Do not upload your files using these word processing systems.
* [Coursera Recommended Browsers and Devices](https://learner.coursera.help/hc/en-us/articles/209818543-Recommended-browsers-and-devices) (https://learner.coursera.help/hc/en-us/articles/209818543-Recommended-browsers-and-devices)

### **Rules of Engagement**

Here are some general guidelines for the way students are expected to interact with each other and with their instructor and TA online:

* While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
* Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
* Ask for and use the correct name and pronouns for your instructor and classmates.
* Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
* Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
* Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
* Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
* Avoid using “text-talk”. This is not permitted by your instructor.
* Proofread and fact-check your sources.
* Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

### **Late Work and Missing Work**

All assignments should be submitted by the indicated dates and times embedded in the syllabus. There will be no extensions, except in cases of documented emergencies.

* In the event of a legitimate emergency, students are to contact the professor to arrange for an online meeting (via Zoom, FaceTime, or Skype) to discuss the missed assignment.
* If your emergency situation is serious, the professor may recommend that you contact the Dean of Students to receive a blanket excuse for all of your courses.
* Whenever possible, students should strive to contact the professor **prior to** missing an assignment.
* Each student is allowed **only one documented emergency** per semester.
* If you contact the professor **prior** the missed assignment, you may or may not be granted leniency in making up the assignment.

### **Technical Assistance**

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Please use the following resources to troubleshoot problems with the Coursera platform:

* **Coursera BAAS Degree Plan Technical Support Email**: UNTBAAS-support@unt.edu
* [Coursera Learner Help Center](https://learner.coursera.help/hc/en-us) (https://learner.coursera.help/hc/en-us)

## **Course Requirements**

Below are listed the required assignments and point values for the course.

| **Assignment** | **Points Possible** | **Percentage of Final Grade** |
| --- | --- | --- |
| Week 1 Syllabus Quiz (Required) | 100 points | 5% |
| 13 Chapter Quizzes over Cohen’s 3rd Ed. text * 12 Required, can miss 1 with no penalty
* If you take all 13, the lowest score will be dropped at the end of the semester
* 12 \* 50 = 600
 | 600 points | 30% |
| 13 Story Behind the Numbers Discussions* 12 Required, can miss 1 with no penalty
* If you participate in all 13, the lowest score will be dropped at the end of the semester
* 12 \* 50 = 600
 | 600 Points | 30% |
| Midterm over Chs. 1-7 of Cohen’s 3rd Ed. text | 250 points | 12 (12.5) |
| Research Article Overview | 200 points | 10% |
| Final Exam over Chs. 8-13 of Cohen’s 3rd Ed. text | 250 points | 13% (12.5) |
| **Total Points Possible** | **2000 points** | **100%** |

## **Grading Scale**

At the end of the semester, I will base your grade on the Grading Scale below.

|  |  |
| --- | --- |
| **Percent** | **Letter Grade** |
| 90-100% of 2000 Points | A |
| 80-89% of 2000 Points | B |
| 70-79% of 2000 Points | C |
| 60-69% of 2000 Points | D |
| 59% or less of 2000 Points | F |

## **More Details on Course Assignments**

### **Week One Syllabus Quiz**

### After reading the syllabus and watching Dr. Gregg’s video introducing you to the course, students are required to take a Quiz at the end of week one. Students are allowed 30 minutes to complete the Quiz and are permitted two attempts. If you do not earn 100 on the first attempt, please reread the Syllabus and take the quiz again. The highest score will be recorded in the grade book.

### **13 Chapter Quizzes**

After reading each chapter in the Cohen 3rd Ed. text, students are required to take a short 30-minute Quiz. If you have carefully read the chapter, have taken good notes while you read, and watched the video lectures created for the course, you should do very well on the Quizzes.

#### **Details**

* There is a quiz for each chapter in the Cohen 3rd Ed. text (13).
	+ You are required to take 12 of the 13 quizzes.
	+ If you take them all, your lowest quiz grade will be dropped at the end of the semester.
	+ Students should not miss more than one quiz in this course.
* Quizzes open on Sunday at 12:00 a.m. of each week and close on Saturday at midnight (11:59 p.m.). This means everyone has seven days to complete each of the quizzes.
* Each Quiz is worth 50 Points.
* As you take the quiz, you will be presented with10 true or false or multiple choice questions.
* Each student will be presented with a random set of questions drawn from a test bank that I’ve vetted. All answers can be found in the Cohen 3rd Ed. text. Answers range from easy to moderate or difficult.
* Students are allowed 30 minutes to complete each quiz. After 30 minutes your quiz will automatically submit, and your grade will be recorded in the grade book.
* You are only permitted one attempt on each quiz.
* Quizzes are open book and students can use their notes to take the quizzes.
* Students should not work with others to complete the quizzes.
* If you miss a quiz, the grade book will be populated with a zero.

### **13 Story Behind the Numbers Discussions**

We will be using WW Norton’s digital resources page to complete the discussions in this course (see **Required Materials**). On the digital resources page for Cohen’s 3rd Ed., there are links to the short animation films that are discussed in the chapter. To access all of this, student need to register with WW Norton. Students should do this right away after purchasing the book. A link to register with WW Norton is in the learning management system.

Each chapter has a section called “The Story Behind the Numbers”. This matches the information discussed in the animation film for the chapter. After reading and watching the animation film, students should think critically about what they’ve read and seen and participate in a discussion with their peers. Students are only required to participate in 12 of the 13 discussions based on these films. This means you can miss one and your grade will not be penalized. If you complete all 13 of the discussions, the lowest grade will be dropped at the end of the semester. Below are listed the steps for completing the discussion posts and my example for you of an A+ discussion in this course.

#### **Steps for Completing Discussion Posts**

1. Read The Story Behind the Numbers in the chapter so that you can appraise the information and/or data presented. This usually consists of just two pages.
2. Log into [Digital.WWNorton.com/thefamily3](http://www.Digital.WWNorton.com/thefamily3) and navigate to The Story Behind the Numbers animation film for the chapter and watch it so that you can further appraise the information and/or data presented.
3. In the discussion, students should appraise and react to what they’ve learned. To do this, students should write 3-5 sentences in response to the animation film.
4. End your post by posing a question that relates to the topic of the video so that others can respond to your post (see my example below). Try to think of something you’d like to know about the information and/or data presented.
5. Respond to at least one other person’s original post.

### **Example Posting for Ch. 1 The Story Behind the Numbers**

### **The Family is not an isolated entity. Found on page 15 of Cohen’s 3rd Ed.**

Hello Everyone!

I’ve never thought about society in terms of overlapping institutional arenas before, but it makes sense. The market, the state, and the family overlap in many ways. The examples given in *The Story Behind the Numbers* animation helped me to grasp exactly how. Couples just getting started are dependent on the state for such things as marriage licenses. Once a couple starts their family, if they want to have a career, they are dependent on the market for childcare services. Institutional arenas (the market, the state, and family) can overlap too. Cohen tells us that all three overlap in the system of Welfare for poor families.

**I know this is hard, but my question for you is**: Can you think of other examples of how these three institutions overlap?

### **Research Article Overview**

### After completing the Midterm exam in the course, students are asked to find and examine sociological research pertaining to marriage and family and apply information from Cohen to that research. To do this, we will use the UNT library system.

### This assignment is fun because students are encouraged to look up research about something that they are personally interested in relating to marriage and family life. For example, you might be interested in the long-term effects of divorce on children or the prevalence of domestic violence by race. Once I had a student who was interested in something called “involuntary celibacy”, so we looked up research on that topic together.

### Whatever your interest is, for this assignment, you need to find a research article to examine, summarize, and then apply what you’ve learned from the Cohen text to the research article using the Research Article Overview (RAO) template. The RAO template is on the last page of the syllabus and is also in the learning management system.

### Don’t worry! If this seems overwhelming, I’ve created an Example RAO using research that I found about my topic of interest: relationships between stepparents and their stepchildren. To help you get started, below are listed more specific details about the RAO process.

#### **Specific Details about the RAO Process**

### Students must find and access the online *Journal of Marriage and Family* through the UNT library system. This is the only acceptable journal for this assignment.

1. The research article you examine must have some form of data collected. An easy way to tell this is to read the Abstract for what the research article is about. Also, there should be a “Data and Methods” section in your research article.
2. The following types of writings are sometimes found in scholarly journals, but they are not acceptable for this assignment: research notes, speeches, theoretical pieces (that do not collect and analyze data), and book reviews. Do not complete the RAO assignment using any one of these. If you need clarification on the research article you find, reach out to me and/or the TA.
3. The research article must be current (2010 or more current), whenever possible. If you find that the topic you are interested in doesn’t have much current research, reach out to me and/or the TA for guidance.
4. Once you find an appropriate research article for this assignment, you will want to examine it by carefully reading it (maybe more than once) and begin completing the RAO Template found in Coursera that guides you through a process of summarizing the relevant details of your research article.
	1. NOTE: Students should try to follow all the prompts on the RAO Template for what to write summarizing their research article.
	2. NOTE: I’ve completed an Example RAO for you to look at to see the level of sophistication your writing should be at and the amount of detail that you should provide in your summary.
5. Once you have filled in all the relevant details summarizing your research article, upload it to Coursera as a .PDF file.
6. More information for this assignment will be provided via announcements and other communications as we draw closer to the middle of the semester.

### **Midterm and Final Exam**

Two exams are planned for this course. The first is the Midterm and covers the material covered in Chs. 1-7 of Cohen’s 3rd Ed. text. The second is the Final Exam and covers the material in Chs. 8-13 of Cohen’s 3rd Ed. text. Both exams test your ability to recall and identify the concepts, terms, theories, and research you are learning about in the course. Below are listed more details about the exams.

### **Details:**

## Each exam is worth up to 250 points.

* As you take each exam, you will be presented with a combination of 50 true or false and multiple choice questions to answer.
* There is only one best answer for each question.
* You are permitted 1 ½ hours to take each exam (90 minutes). After that, your exam will automatically submit and your grade will be recorded in the grade book.
* You are only permitted one attempt for each exam.
* The exams are open book and students can use their notes while taking the exams.
* Students should not work with others when taking the exams.
* Exams open on Sundays at 12:00 a.m. the week they fall due.
* Exam due dates vary. Please refer to page 1 of this syllabus and follow the **Tentative Course Schedule** for when exams fall due.
* If you miss an exam, you have missed your opportunity to earn these points in the course.
* The course is considered over after the Final Exam time ends.

## **Course Evaluation**

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. These evaluations are very important to professors. When the time comes, please take the time to complete the course evaluation for this class.

## **Course Policies**

Below is a list of items that you can expect from your professor (and TA if there is one), as well as a list of items that, if you choose to stay in this course and not drop it, you are agreeing to abide by in this course. Please consider these expectations our Course Policies.

### **What you can expect from your professor (and TA):**

1. Respect and active listening.
2. Consistent grading with return time within one-two weeks.
3. Willingness to teach, learn and answer questions.
4. To be prepared each week for our class.
5. To allow ample opportunity for you to do well in this course.
6. To be available by appointment for additional help.
7. To treat everyone equally and fairly.

### **What the professor (and TA) expects from you:**

1. Patience the professor, TA, and with all others who participate in this class.
2. To read the syllabus carefully each week and know what is supposed to happen. This is our contract. The professor (and TA) will do all that they can to abide by the syllabus, so they expect you to do the same.
3. Active participation in our class in the Coursera environment as required by the syllabus.  If it appears you are not actively engaged in this course, the professor (and/or TA) will use the UNT Care Team reporting system to make recommendations.
4. To complete all assignments as they are scheduled in the **Tentative Course Schedule** in the syllabus.
5. To act with academic integrity during any quizzes or exams, and in all writing. Your work should be your own. Cheating will not be tolerated! See UNT policy on academic dishonesty.
6. To read the grading comments that the professor and TA provide on all your assignments. They will incorporate tips for how to do better on future assignments. If you need extra help with your writing, please use the Writing Center on campus (Sage Hall).
7. To put assignments in the correct spot in Coursera. If you put things in the wrong spot, you will receive a zero (0) and your work will not be graded. If this happens, you have one week to rectify the situation. After that, the zero (0) will stand.
8. To follow all directions in the syllabus for all types of course assignments. If you do not follow all directions (especially for the discussions), you will automatically receive a zero (0).
9. To buy and use the correct version of the required book for the course. Right now, that is the 3rd Edition of Philip N. Cohen’s text, The Family.
10. If you analyze something other than what everyone else is analyzing in your assignments, or if you misquote something from the book, you will receive a zero (0). This is especially important when completing the discussions and completing the RAO process.
11. To buy and use the correct version of the book by Week One of the course and appropriately cite all your work.
	* If the professor or TA happen look up something you quote from the book and it is not on the page cited, you will automatically fail the assignment and receive a zero (0) with no chance to redo the assignment.
12. To be responsible for your work and prepare for and handle situations of computer and Internet difficulties. If your Internet is out, go somewhere where it is working so that you do not miss quizzes or other assignments. Everyone in the course has 7 days each week to complete the work items for the week. Do not wait until the last minute to begin your work. That way, if you do have some technical difficulty, you’ll have time to correct it.
13. To contact the professor or the TA to make an appointment if you find that you need additional help in this course. Visits to office hours or online meetings using a teleconferencing usually help students get on track.
14. To contact the Dean of Students, Seeking Options and Solutions (S.O.S) Office, in the event of a personal emergency in your life. This includes extended illness or hospitalization, death in family, or other personal issue that hinders your possibility of success in the course. Here is the URL and the contact information for that office.
	* <https://deanofstudents.unt.edu/resources/seeking-options-and-solutions>



**Attendance Policy**An attendance policy is required for every UNT syllabi. Visit the [University of North Texas’ Attendance Policy](http://policy.unt.edu/policy/15-2-5) (http://policy.unt.edu/policy/15-2-) to learn more. [Faculty should adapt their class attendance policy to suit their circumstances] [Insert Instructor’s regular attendance policy here].

### **COVID-19 Impact on Attendance**

While attendance online is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

## **UNT Policies**

### **Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

### **ADA Policy**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

### **Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence).

### **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Coursera online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### **Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### **Access to Information - Eagle Connect**

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### **Student Evaluation Administration Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cno-reply%40iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email [spot@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cspot%40unt.edu).

### **Survivor Advocacy**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648.

### **Student Verification**

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (https://policy.unt.edu/policy/07-002).

### **Use of Student Work**

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

* The work is used only once.
* The work is not used in its entirety.
* Use of the work does not affect any potential profits from the work.
* The student is not identified.
* The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

**Transmission and Recording of Student Images in Electronically-Delivered Courses**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

## **Academic Support & Student Services**

### **Student Support Services**

#### **Mental Health**

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
* [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

#### **Chosen Names**

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

* [UNT Records](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)
* [UNT ID Card](https://sfs.unt.edu/idcards)
* [UNT Email Address](https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FC6?execution=e1s1)
* [Legal Name](https://studentaffairs.unt.edu/student-legal-services)

*\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

#### **Pronouns**

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can [add your pronouns to your Coursera account](https://community.canvaslms.com/docs/DOC-18406-42121184808) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

* [What are pronouns and why are they important?](https://www.mypronouns.org/what-and-why)
* [How do I use pronouns?](https://www.mypronouns.org/how)
* [How do I share my pronouns?](https://www.mypronouns.org/sharing)
* [How do I ask for another person’s pronouns?](https://www.mypronouns.org/asking)
* [How do I correct myself or others when the wrong pronoun is used?](https://www.mypronouns.org/mistakes)

#### **Additional Student Support Services**

* [Registrar](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CRegistrar) (https://registrar.unt.edu/registration)
* [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
* [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
* [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

### **Academic Support Services**

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/Coursera/student-resources)
* [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

# **Tentative Course Schedule**

## **Module 1**

All of the work in **Module 1** is due before midnight (11:59 p.m.) in Coursera on Saturday, 10/29.

After completing **Module 1**, students should be able to do the following:

1. (Ch1) Recall and identify concepts, terms, theories, and research related to a sociology of the family.
2. (Ch1) Appraise and discuss current data related to the overlap in the institutional arenas of the market, the state, and the family.

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| **Check Off** | **Description** | **More Details** |
|  | To get started in the course, do the following:* Find and read the Syllabus
* Watch the video introducing you to the course
 | Log into Coursera. |
|  | Take the Syllabus Quiz | Link to Quiz is in the **Getting Started** module in Coursera |
|  | Read Ch1, A Sociology of the Family | Text |
|  | Watch Ch1 Story Behind the Numbers video animation and participate in Ch1 Discussion. | digital.wwnorton.com/thefamily3Link to discussion is in Module 1 in Coursera |
|  | Take Ch1 Quiz | Link to Quiz is in Module 1 in Coursera |

## **Module 2**

All of the work in **Module 2** is due before midnight (11:59 p.m.) in Coursera on Saturday, 11/05.

After completing **Module 2**, students should be able to do the following:

1. (Ch2) Recall and identify concepts, terms, theories, and research related to the family in history.
2. (Ch2) Appraise and discuss current data related to the decline in birth rates and the increase in women workers.
3. (Ch3) Recall and identify concepts, terms, theories, and research related to race, ethnicity, and immigration.
4. (Ch3) Appraise and discuss current data related to data explaining why there are so many single black women.

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| **Check Off** | **Description** | **More Details** |
|  | Read Ch2, The Family in History | Text |
|  | Watch Ch2 Story Behind the Numbers video animation and participate in Ch2 Discussion. | digital.wwnorton.com/thefamily3Link to discussion is in Module 2 in Coursera |
|  | Take Ch2 Quiz | Link to Quiz is in Module 2 in Coursera |
|  | Read Ch3, Race, Ethnicity, and Immigration | Text |
|  | Watch Ch3 Story Behind the Numbers video animation and participate in Ch3 Discussion. | digital.wwnorton.com/thefamily3Link to discussion is in Module 2 in Coursera |
|  | Take Ch3 Quiz | Link to Quiz is in Module 2 in Coursera |

## **Module 3**

All of the work in **Module 3** is due before midnight (11:59 p.m.) in Coursera on Saturday, 11/12.

After completing **Module 3**, students should be able to do the following:

1. (Ch4) Recall and identify concepts, terms, theories, and research related to families and social class.
2. (Ch4) Appraise and discuss current data related to which families are in poverty.
3. (Ch5) Recall and identify concepts, terms, theories, and research related to gender.
4. (Ch5) Appraise and discuss current data related to how gender affects the workplace.

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| **Check Off** | **Description** | **More Details** |
|  | Read Ch4, Families and Social Class | Text |
|  | Watch Ch4 Story Behind the Numbers video animation and participate in Ch4 Discussion. | digital.wwnorton.com/thefamily3Link to discussion is in Module 3 in Coursera |
|  | Take Ch4 Quiz | Link to Quiz is in Module 3 in Coursera |
|  | Read Ch5, Gender | Text |
|  | Watch Ch5 Story Behind the Numbers video animation and participate in Ch3 Discussion. | digital.wwnorton.com/thefamily3Link to discussion is in Module 3 in Coursera |
|  | Take Ch5 Quiz | Link to Quiz is in Module 3 in Coursera |

## **Module 4**

All of the work in **Module 4** is due before midnight (11:59 p.m.) in Coursera on Saturday, 11/19.

After completing **Module 4**, students should be able to do the following:

1. (Ch6) Recall and identify concepts, terms, theories, and research related to sexuality.
2. (Ch6) Appraise and discuss current data related to sexuality between the genders.
3. (Ch7) Recall and identify concepts, terms, theories, and research related to love and romantic relationships.
4. (Ch7) Appraise and discuss current data related to how race and ethnicity divides college students' dating lives.
5. (Ch1-7) Recall and identify concepts, terms, theories, and research related to chapters 1-7 of Cohen's text.

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| **Check Off** | **Description** | **More Details** |
|  | Read Ch6, Sexuality | Text |
|  | Watch Ch6 Story Behind the Numbers video animation and participate in Ch6 Discussion. | digital.wwnorton.com/thefamily3Link to discussion is in Module 4 in Coursera |
|  | Take Ch6 Quiz | Link to Quiz is in Module 4 in Coursera |
|  | Read Ch7, Love and Romantic Relationships | Text |
|  | Watch Ch7 Story Behind the Numbers video animation and participate in Ch7 Discussion. | digital.wwnorton.com/thefamily3Link to discussion is in Module 4 in Coursera |
|  | Take Ch7 Quiz | Link to Quiz is in Module 4 in Coursera |
|  | After taking the Ch6 and Ch7 quizzes, you are now prepared to take the Midterm over Chs 1-7 of Cohen’s 3rd Ed. | Link to Midterm is in Module 4 in Coursera. |

## **Module 5**

All of the work in **Module 5** is due before midnight (11:59 p.m.) in Coursera on Saturday, 11/26.

After completing **Module 5**, students should be able to do the following:

1. (Ch8) Recall and identify concepts, terms, theories, and research related to marriage and cohabitation.
2. (Ch8) Appraise and discuss current data related to whether people are getting married later, or not at all.
3. (Ch9) Recall and identify concepts, terms, theories, and research related to families and children.
4. (Ch9) Appraise and discuss current data related to the high, and highly unequal cost of raising children.

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| **Check Off** | **Description** | **More Details** |
|  | Read Ch8, Marriage and Cohabitation | Text |
|  | Watch Ch8 Story Behind the Numbers video animation and participate in Ch8 Discussion. | digital.wwnorton.com/thefamily3Link to discussion is in Module 5 in Coursera |
|  | Take Ch8 Quiz | Link to Quiz is in Module 5 in Coursera |
|  | Read Ch9, Families and Children | Text |
|  | Watch Ch9 Story Behind the Numbers video animation and participate in Ch9 Discussion. | digital.wwnorton.com/thefamily3Link to discussion is in Module 5 in Coursera |
|  | Take Ch9 Quiz | Link to Quiz is in Module 5 in Coursera |

## **Module 6**

All of the work in **Module 6** is due before midnight (11:59 p.m.) in Coursera on Saturday, 12/3.

After completing **Module 6**, students should be able to do the following:

1. (Ch10) Recall and identify concepts, terms, theories, and research related to divorce, remarriage, and blended families.
2. (Ch10) Appraise and discuss current data related to how difference in divorce rates help uncover the causes of divorce.
3. (Research) Examine sociological research pertaining to marriage and family and apply information from Cohen to that research.

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| **Check Off** | **Description** | **More Details** |
|  | Read Ch10, Divorce, Remarriage, and Blended Families | Text |
|  | Watch Ch10 Story Behind the Numbers video animation and participate in Ch10 Discussion. | digital.wwnorton.com/thefamily3Link to discussion is in Module 6 in Coursera |
|  | Take Ch10 Quiz | Link to Quiz is in Module 6 in Coursera |
|  | **Begin Research Article Overview Assignment**:* Find and read the directions for the Research Article Overview assignment.
* Look at the Example RAO.
* Begin looking for a research article that meets all of the criteria set forth in the directions.
* Be sure to only use the *Journal of Marriage and Family.*
 | Directions are in this syllabus and in Coursera in RAO Module.The RAO Template is on the last page of this Syllabus.Link to Library System:<https://library.unt.edu/> |

## **Module 7**

All of the work in **Module 7** is due before midnight (11:59 p.m.) in Coursera on Saturday, 12/10.

After completing **Module 7**, students should be able to do the following:

1. (Ch11) Recall and identify concepts, terms, theories, and research related to work and families.
2. (Ch11) Appraise and discuss current data related to the division of labor within married couples.
3. (Research) Examine sociological research pertaining to marriage and family and apply information from Cohen to that research.

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| **Check Off** | **Description** | **More Details** |
|  | Read Ch11, Work and Families | Text |
|  | Watch Ch11 Story Behind the Numbers video animation and participate in Ch11 Discussion. | digital.wwnorton.com/thefamily3Link to discussion is in Module 7 in Coursera |
|  | Take Ch11 Quiz | Link to Quiz is in Module 7 in Coursera |
|  | **Continue Research Article Overview Assignment:*** Save research article you find in the *Journal of Marriage and Family* as a .pdf file and upload it to Coursera.
* Read the research article and complete the RAO Template.
* Upload completed RAO assignment to Coursera.
 | Link to Library System:<https://library.unt.edu/>Help with and directions for completing the RAO are in the Syllabus and in the RAO Module.The RAO Template is on the last page of this Syllabus.Upload your final RAO in Module 7.  |

## **Module 8**

Last Week of Course! Course ends on Friday! Work this week is due on Thursday.

All of the work in **Module 8** is due before midnight (11:59 p.m.) in Coursera on Thursday, 12/15.

After completing **Module 8**, students should be able to do the following:

1. (Ch12) Recall and identify concepts, terms, theories, and research related to family violence and abuse.
2. (Ch12) Appraise and discuss current data related to why intimate partner violence has declined so much.
3. (Ch13) Recall and identify concepts, terms, theories, and research related to the future of the family.
4. (Ch13) Appraise and discuss current data related to the increase in diversity in American family life.
5. (Ch8-13) Recall and identify concepts, terms, theories, and research related to chapters 8-13 of Cohen's text.

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| **Check Off** | **Description** | **More Details** |
|  | Read Ch12, Family Violence and Abuse | Text |
|  | Watch Ch12 Story Behind the Numbers video animation and participate in Ch12 Discussion. | digital.wwnorton.com/thefamily3Link to discussion is in Module 8 in Coursera |
|  | Take Ch12 Quiz | Link to Quiz is in Module 8 in Coursera |
|  | Read Ch13, The Future of the Family | Text |
|  | Watch Ch13 Story Behind the Numbers video animation and participate in Ch9 Discussion. | digital.wwnorton.com/thefamily3Link to discussion is in Module 8 in Coursera |
|  | Take Ch13 Quiz | Link to Quiz is in Module 8 in Coursera |
|  | After taking the Ch12 and Ch13 quizzes, you are now prepared to take the Final Exam over Chs 8-13 of Cohen’s 3rd Ed. | Link to Final Exam is in Module 8 in Coursera. |

Thank you for taking this course with me!

**Research Article Overview**

**Your Name:**

**Date Due:**

**Your Topic of Interest in Marriage & Family Literature**:

**Author(s) Name(s):** Type out the complete name of all authors of your article.

**Title of Research Article Under Review:** For purposes of SOCI 3000, only use the *Journal of Marriage and Family* for this assignment.

**Name of Journal Research Article Comes From:** *Journal of Marriage and Family*

**Complete Source Information for Research Article:** (NOTE: Must be 2010 or more current.)

**Study Rationale:** What issue/topic under investigation in your article? In other words, what do the researchers want to know? Why do they want to know this? (In other words, what is the point of this research?)

**Literature Review:** Tell me at least 2 things you learned from the literature review that these researchers conducted for their research. (Researchers must make a case for what they study. To do this, they do research themselves. They cite other studies. What did you learn from the OTHER studies that the researchers discuss at the beginning of their article? Be sure to cite these other studies in your writing. This means tell me the authors’ names in what you write.)

**Study Design and Data Collected:** How do the researchers propose to study this issue/topic related to marriage and family? How will they go about collecting their data? Who will they study? Where will they go? Is the study quantitative or qualitative? How can you tell? What kind of data do the researchers collect? (Interviews, Surveys, Participant Observation, Records, Archives, etc.?) Where does the study take place (city, region, country)? When did the study take place? How much time did it the study take? Did the researchers receive funding for this study? (If possible, quote something from Cohen Ch. 1 here.)

**Main findings/results/conclusions:** What are the main findings/results/conclusions from this study? This is usually found in the last 1-3 pages of a research article. What contribution did these scholars make to our knowledge about marriage and family in society? Do you think they accomplished what they set out to do? Were there any limitations to their study?

**Criticisms/Opinion:** What do you think about this research article? What is your opinion of the research? Do you have any criticisms of the study? Did the researchers miss something? What more needs to be researched regarding the topic related to marriage and family in society? Do the researchers offer suggestions for future research?

**Connections to Course Materials (Cohen’s 3rd Ed. only):** This is the hardest and the most important part of the RAO assignment. This is because being able to apply what you’ve learned in the class from the Cohen text to what you’ve learned in the research article you found to summarize, tests your knowledge of the course material. To begin your writing, identify the chapter(s) from Cohen that you are using to connect to the research article. Remember, your aim in this section is to apply (or connect) something discussed in your research article with several different things Cohen discussed in the text. Then provide an explanation of what the connection(s) mean. Use quotes from Cohen’s book to illustrate your points. When you do so, cite the source and page number like this: (Cohen #).