

October 13, 2025

BAAS (Degree Completion Program)
SOCI 3000 700 / Marriage & Family
Fall 2025 2nd 8-Week Session / Online
(October 13th – December 12th)

Instructor Contact

Instructor: Emery Kennedy

Email: emery.kennedy@unt.edu

Office: Sycamore Hall 288U

Phone: (940) 565-2296 (Sociology Department)

Office Hours: By appointment in person or via Zoom

Teaching Assistant: Angela Zarama Salazar

Email: AngelaZaramaSalazar@my.unt.edu

Office: Sycamore Hall TA Lounge

Office Hours: By appointment in person or via Zoom

Communication:

To communicate with your instructor, use the Inbox feature in Canvas. Canvas automatically sorts students into the courses they are taking. If you use the UNT email address, you will kindly be asked to communicate in Canvas and will receive a response there. Please allow at least 24-hours for a response. Note that your instructor does not respond to emails on weekends.

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

Courses Start	Monday 10/13
Syllabus Quiz	Due before midnight on Saturday of Week One
Introductions	Due before midnight on Saturday of Week One
Most Chapter Quizzes	Due before midnight (11:59 p.m.) on Saturdays
Ch13 Quiz	Due before midnight (11:59 p.m.) on Thursday 12/11
4 Discussions	Due before midnight (11:59 p.m.) on Saturdays 10/25, 11/1, 11/15, 12/6
Literature Reviews	First one due before midnight on Saturday 11/8 Second one due before midnight on Saturday 12/6
Exams	Midterm is due before midnight on Saturday 11/8 Final is due before midnight on Thursday, 12/11
Thanksgiving Break	11/22-11/29 (No Classes)
Last Day Class is Live	Friday 12/12 – No work accepted after this date

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 100% online. Students are expected to log in frequently, read announcements, and stay tuned to the Tentative Course Schedule (below) which tells you what should happen each week. This course consists of quizzes, discussions, two research summaries called literature reviews, and two exams.

Course Prerequisites or Other Restrictions

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

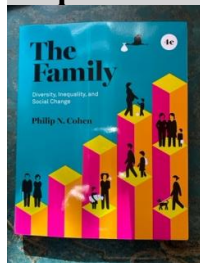
- Cite sources in your writing, giving credit to where you obtain information.
- Network with others and utilize tact when offered differing perspectives in the course discussions.
- Make the commitment to spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.
- Not use AI in any way to generate work in this course. If you do, the instructor will award zero points for your work and turn you in to UNT for an academic integrity violation. If it happens twice, you will automatically fail the course.

Course Learning Objectives (using Bloom's Taxonomy)

After completing this course, students should be able to:

1. REMEMBER -- Recall and identify concepts, terms, theories, and research related to the sociological study of marriage and family. (13 Quizzes)
2. EVALUATE – Summarize and evaluate sociological research pertaining to marriage and family and apply information from the course text to that research. 2 (Literature Reviews)
3. ANALYZE -- Select and discuss something personally important learned from the assigned readings with their peers. (4 Discussions)
4. REMEMBER – Recall and identify concepts, terms, theories, and research related to the sociological study of marriage and family. (2 Exams)

Required Materials



Philip N. Cohen's textbook, *The Family*, 4th Edition (2024), is required for this course. Your book should look like this picture. Please do not purchase any other edition of this book. If you purchase an earlier edition, you'll likely be doing the assignments incorrectly and be studying dated information.

Students can acquire the book in several ways, depending on personal preference. Regardless of which modality you choose, you should obtain your book through the UNT bookstore on campus. Here is the ISBN 978-1-324-04618-9 for the 4th Ed. of Cohen's text.

Access to W.W. Norton's digital landing page can be found at: [WW Norton – Cohen 4th Ed](#) and comes with the purchase of this book. Students use this page to access the Story Behind the

Numbers animation films among other resources. To gain access to the digital resources, students should 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 to the digital resources comes with your purchase of the book.

If you are delayed for some reason getting your book this semester, there are two ways to gain temporary access to the book:

1. By clicking on the digital landing page for the book and registering, WW Norton allows students 21-days of free access so that they can acquire the book. After 21-days, WW Norton will remove your access.
2. A physical copy of this book has been put on course reserves at Willis Library on campus and can be checked out in 2-hour increments.

ODA Student Access Information

- Information regarding different formats by WW Norton can be found here: [Accessibility/Alternative Formats](#)
- The ebook for the Cohen text can be very helpful for students with accessibility needs. Access to the digital landing page can be found here: : [WW Norton – Cohen 4th Ed](#)
- Or the bookstore can order an access card students can purchase there with this ISBN: 978-1-324-07099-3

Literature Review Journal Articles

- Links to the UNT Library System are used in the course to access the journal articles required for the Literature Review assignments.

Teaching Philosophy and Course Explained

The instructor's approach to teaching this course involves creating an open and engaging atmosphere where students can broaden their perspective on the changing structure of marriage and family life in the United States and really begin to grasp the growing diversity, increasing inequality, and long-term social change that has occurred over the last 200 years in the United States. Here are more specific details about this course.

Before midnight each week on Saturday, students should take several quizzes over the chapters assigned. There are 13 chapters in the Cohen book. Students are required to take 12 of the 13 quizzes. Or, put differently, your lowest score out of 13 quizzes will be dropped.

Note: In the last week of this 8-week session, assignments fall due on earlier in the week than Saturday. This is because the course closes on Friday. Please consult the syllabus under the heading Tentative Course Schedule for exact due dates and times. (Also, page 1 of the Syllabus lists due dates and times.)

After finishing a few chapters, students should participate in discussion. This will consist of choosing just one chapter from the chapters assigned to read and then choosing one important idea, concept, theory or study on which to focus. Discussions are fun because they are based on something **YOU** (the student) find personally important from the readings assigned. Students are expected to fully participate and then respond kindly to their peers in all four discussions.

Because it is important to understand where research about marriage and family comes from and how to access it, students will conduct two short literature reviews based on a list of journal articles curated for the course. Students will select and read a journal article to summarize twice during the semester – once before the Midterm Exam and once before the Final. To pass this

course, students must submit both summaries. Failure to do so, will result in a substantial reduction in grade.

Two exams have been planned for the course. The Midterm will cover Chs 1-7 and the Final will cover Chs 8-13. Students should take both exams when they are scheduled in the Syllabus. (See page 1.) If a student misses an exam, they have missed their opportunity for these points. Exams cannot be made up. The course is over when the Final Exam time closes. No more work will be accepted in the course.

Course Technology & Skills

Technical Requirements and Skills

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

- Working computer and reliable internet access
 - 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.
 - Do not try to complete your online work using a smart phone.
- Microsoft Office Suite
- Uploads to Canvas have been set to only accept .pdf .doc .docx files.
 - If the grader cannot open your document, you will be awarded a zero and you have one week to contact them to discuss. If after one week you have not contacted the professor or TA, the zero will stand.
- Canvas does not interface well with Pages and Google Docs. Do not upload your files using these word processing systems.

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 in class sessions and 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. For example, the word “I” should always be capitalized in college writing.

- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.
- Do not use AI to generate any writing in this course. If you do, you will be in violation of UNT's academic integrity code and will be reported. (NOTE: You will also earn zero points on the assignment and may fail the course.)

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

Assignments and Technical Issues

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 should contact the instructor using the Inbox in Canvas to discuss their situation **PRIOR TO** missing an assignment. When students do this, the instructor routinely grants extensions.
 - Each student is allowed only one documented emergency per semester.
- As stated above, in the event your emergency is very serious, the instructor will prompt you to contact the Dean of Students so that you receive a blanket excuse from the University for your work in all classes.
 - Laura Smith, Dean of Students, laura.smith@UNT.edu 940-565-4909.

Students are responsible for knowing the Canvas environment. This means that students are responsible for their own training in Canvas. Technical problems with Canvas software are to be directed to the **Help Desk** 940-565-2324 / Sage Hall 330 / helpdesk@unt.edu.

Technical problems with computers or Canvas **ARE NOT** satisfactory excuses for missing assignment deadlines. The instructor of this course suggests that you **DO NOT** wait until the last minute to submit assignments. If you experience trouble with your computer or your home Internet access, you are expected to use the computer clusters on campus to complete your work on time. If the campus is closed for some reason (e.g., due to COVID), you are expected to find some other means to complete your work.

Course Requirements

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

Description of Assignment	Point Value / %
Introductions (Discussion) • Due before the end of Week One • Complete/Incomplete Grade	0 / 0%
Syllabus Quiz (Required) • Due before the end of Week One	100 / 4%
Chapter Quizzes • 13 Assigned / 12 Required ○ Can miss 1 quiz with no penalty ○ If you take all 13, lowest grade dropped • Worth up to 100 points each (12 X 100 = 1200 points)	1200 / 48%
Discussions and Responses • 4 Required ○ 2 due before Midterm (2 X 100 = 200 points) ○ 2 due before Final Exam (2 X 100 = 200 points)	400 / 16%

Exams • Midterm Exam (Chs 1-7) 250 points • Final Exam (Chs 8-13) 250 points	500 / 20%
Literature Review Assignments • 2 Reviews Required ○ 1 article review due before Midterm (150 points) ○ 1 article review due before Final (150 points)	300 / 12%
TOTAL	2500 / 100%

The Grading Scale

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

Percent	Letter Grade
90-100% of 2500 Points	A
80-89% of 2500 Points	B
70-79% of 2500 Points	C
60-69% of 2500 Points	D
59% or less of 2500 Points	F

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 with 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 in the Canvas 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](#).
 - Discussions are set up to require you to post your own original thoughts before seeing other students' posts. If you enter nothing or a period "." or some other gibberish to get into the discussion to see others' posts, this will be considered an

academic integrity violation and you will be awarded zero points and then the instructor will report you to UNT for cheating.

- Discussions should be fun and about what THEY think is important. Students at UNT have recently and unnecessarily been using AI to generate discussion posts. It is now easy to detect this form of dishonesty. If you do this, the instructor will submit an academic integrity violation and report you to UNT for cheating. Do not use AI to automatically generate your writing in this course.
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 Canvas. 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 with the instructor. After that, the zero (0) will stand.
 8. To follow all directions in the syllabus and in Canvas for all course assignments. If you do not follow the directions (especially for discussions and the literature review), your grade will be substantially reduced and you may be awarded zero (0) points.
 9. To buy and use the correct version of the required book for the course. Right now, that is the 4th Edition of Philip N. Cohen's text, *The Family*. Do not use any other version for this course.
 - If you analyze something other than what everyone else is analyzing in an assignment, or if you misquote something from the book, you will receive a zero (0) for that assignment. This is especially important when completing the discussions and completing the literature review process.
 - If the professor (and/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) for that assignment with no chance to redo the assignment.
 10. 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 (like the UNT computer clusters on campus) so that you do not miss quizzes or other assignments. Everyone in the course has 7 days each week to complete the work items.
 11. To not wait until the last minute to begin your work. This means do not wait until Saturday night at 11:00 p.m. to start your assignments for this course. If you aim for completing your work by Wednesday or Thursday of each week, if you have some technical difficulty, you'll have time to correct it.
 12. To request an "Incomplete" in writing at least one week before Final Exam Week. This request must be accompanied by documentation of the reason that the course cannot be completed before the end of the semester and will only be considered if at least 50% of course exams and assignments have been completed with a passing grade.
 13. To contact the professor (or the TA) to make a Zoom appointment if you need additional help in this course. Visits to office hours or online meetings using 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 [the Dean of Students Office](#).

 (940) 565-2648

 deanofstudents@unt.edu

Tentative Course Schedule

Week One Module Level Learning Objectives

After completing this Module, students should be able to:

- Demonstrate an understanding of the course expectations by passing the Syllabus Quiz.
- Introduce themselves to their classmates in a discussion.
- Recall and identify concepts, terms, theories, and research related to the different ways to define of family and the theories and methods used in sociology. (Ch1 Quiz)
- Recall and identify concepts, terms, theories, and research related to the family in history. (Ch2 Quiz)

Week One (10/12-10/18)

✓ Off	Description of Work	More Details
To Do	• Obtain the required course text. • Print and read Syllabus. • Watch Dr. Gregg's Introduction to the Course Film in Canvas. • Message Emery Kennedy or Angela Zarama using the Inbox in Canvas if you have any questions.	Prepare for Course.
To Do	• Introduce yourself to your classmates in the discussion for introductions. Respond to others. • Take Syllabus Quiz	Quiz and discussion are due in Canvas before midnight on Saturday, 10/18
To Do	• Read Ch1 of Cohen, <i>A Sociology of the Family</i> • Optional: Watch Dr. Gregg's video lectures • Take Quiz	Quiz is due in Canvas before midnight on Saturday 10/18
To Do	• Read Ch2 of Cohen, <i>The Family in History</i> • Optional: Watch Dr. Gregg's video lectures • Take Quiz	Quiz is due in Canvas before midnight on Saturday 10/18
1 st One	Literature Review Assignment • Look over journal articles and select one to read for the first literature review.	Due sometime before midnight on Saturday 11/8

Week Two Module Level Learning Objectives

After completing this Module, students should be able to:

- Recall and identify concepts, terms, theories, and research related to race, ethnicity, and immigration. (Ch3 Quiz)

- Recall and identify concepts, terms, theories, and research related to families and social class. (Ch4 Quiz)
- Select and discuss something personally important learned from the assigned readings with their peers. (Discussion for Chs 1-4)

Week Two (10/19-10/25)

✓ Off	Description of Work	More Details
To Do	• Read Ch3 of Cohen, <i>Race, Ethnicity, and Immigration</i> • Optional: Watch Dr. Gregg's video lectures • Take Quiz	Quiz is due in Canvas before midnight on Saturday 10/25
To Do	• Read Ch4 of Cohen, <i>Families and Social Class</i> • Optional: Watch Dr. Gregg's video lectures • Take Quiz	Quiz is due in Canvas before midnight on Saturday 10/25
DUE!	• Participate in Discussion for Chs 1-4. (Disc1)	Discussion due before midnight on Saturday 10/25
1 st One	Literature Review Assignment • Begin reading selected journal for the first literature review.	Due sometime before midnight on Saturday 11/8

Week Three Module Level Learning Objectives

After completing this Module, students should be able to:

- Recall and identify concepts, terms, theories, and research related to families and gender. (Ch5 Quiz)
- Recall and identify concepts, terms, theories, and research related to families and sexuality. (Ch6 Quiz)
- Recall and identify concepts, terms, theories, and research related to love and romantic relationships. (Ch7 Quiz)
- Select and discuss something personally important learned from the assigned readings with their peers. (Discussion for Chs 5-7)

Week Three (10/26-11/1)

✓ Off	Description of Work	More Details
To Do	• Read Ch5 of Cohen, <i>Gender</i> • Optional: Watch Dr. Gregg's video lectures • Take Quiz	Quiz is due in Canvas before midnight on Saturday 11/1
To Do	• Read Ch6 of Cohen, <i>Sexuality</i> • Optional: Watch Dr. Gregg's video lectures • Take Quiz	Quiz is due in Canvas before midnight on Saturday 11/1
To Do	• Read Ch7 of Cohen, <i>Love and Romantic Relationships</i> • Optional: Watch Dr. Gregg's video lectures • Take Quiz	Quiz is due in Canvas before midnight on Saturday 11/1

DUE!	Participate in Discussion for Chs 5-7. (Disc2)	Discussion due before midnight on Saturday 11/1
Midterm	Review Chs 1-7 to prepare for Midterm Exam.	Exam due sometime next week before Saturday 11/8
1 st One	Literature Review Assignment - Continue reading selected journal for the first literature review. - Watch film explaining the assignment. - Begin write up of Research Article Overview.	1 st Literature Review assignment due sometime next week before Saturday 11/8

Week Four Module Level Learning Objectives

After completing this Module, students should be able to:

- Summarize and evaluate sociological research pertaining to marriage and family and apply information from the course text to that research. (Literature Review)
- Recall and identify concepts, terms, theories, and research related to the sociological study of marriage and family learned so far in the course. (Midterm Exam)

Week Four (11/2-11/8)

✓ Off	Description of Work	More Details
1 st One DUE!	Literature Review Assignment - Finish reading the selected journal article. - Put the finishing touches on your summary of the journal article and submit.	Due in Canvas before midnight on Saturday 11/8
DUE!	Midterm Exam - Review Chs 1-7 - Take Midterm Exam	Midterm is due in Canvas before midnight on Saturday 11/8

Week Five Module Level Learning Objectives

After completing this Module, students should be able to:

- Recall and identify concepts, terms, theories, and research related to marriage and cohabitation. (Ch8 Quiz)
- Recall and identify concepts, terms, theories, and research related to families and children. (Ch9 Quiz)
- Select and discuss something personally important learned from the assigned readings with their peers. (Discussion for Chs 8-9)

Week Five (11/9-11/15)

✓ Off	Description of Work	More Details
To Do	- Read Ch8 of Cohen, <i>Marriage & Cohabitation</i> - Optional: Watch Dr. Gregg's video lectures - Take Quiz	Quiz is due in Canvas before midnight on Saturday 11/15
To Do	- Read Ch9 of Cohen, <i>Families and Children</i> - Optional: Watch Dr. Gregg's video lectures - Take Quiz	Quiz is due in Canvas before midnight on Saturday 11/15
DUE!	Participate in Discussion for Chs 8-9. (Disc3)	Discussion due before midnight on Saturday 11/15

2 nd One	Literature Review Assignment - Look over journal articles and select one to read for the second literature review. - Begin reading.	Due sometime before midnight on Saturday 12/6.
------------------------	---	--

Week Six Module Level Learning Objectives

After completing this Module, students should be able to:

- Recall and identify concepts, terms, theories, and research related to divorce, remarriage, and blended families. (Ch10 Quiz)
- Recall and identify concepts, terms, theories, and research related to work and families. (Ch11 Quiz)

Week Six (11/16-11/22)

✓ Off	Description of Work	More Details
To Do	- Read Ch10 of Cohen, <i>Divorce, Remarriage, and Blended Families</i> - Optional: Watch Dr. Gregg's video lectures - Take Quiz	Quiz is due in Canvas before midnight on Saturday 11/22
To Do	- Read Ch11 of Cohen, <i>Work and Families</i> - Optional: Watch Dr. Gregg's video lectures - Take Quiz	Quiz is due in Canvas before midnight on Saturday 11/22
2 nd One	Literature Review Assignment - Continue reading selected journal article for the second literature review. - Find the RAO Form and the RAO Directions. - Look over the Example RAO Summary. - Email instructor with any questions using the Inbox in Canvas.	Due sometime before midnight on Saturday 12/6

(11/23-11/29) No Classes Thanksgiving

✓ Off	Description of Work	More Details
To Do	Nothing – Be with family and friends and enjoy a little time off!	Happy Thanksgiving!

Week Seven Module Level Learning Objectives

After completing this Module, students should be able to:

- Recall and identify concepts, terms, theories, and research related to family violence and abuse. (Ch12 Quiz)
- Select and discuss something personally important learned from the assigned readings with their peers. (Discussion for Chs 10-12)
- Summarize and evaluate sociological research pertaining to marriage and family and apply information from the course text to that research. (Literature Review)

Week Seven (11/30-12/6)

✓ Off	Description of Work	More Details
-------	---------------------	--------------

To Do	- Read Ch12 of Cohen, <i>Family Violence and Abuse</i> - Optional: Watch Dr. Gregg's video lectures - Take Quiz	Quiz is due in Canvas before midnight on Saturday 12/6
DUE!	Participate in Discussion for Chs 10-12. (Disc4)	Discussion due before midnight on Saturday 12/6
DUE!	Literature Review Assignment - Finish reading the selected journal article. - Put the finishing touches on your summary of the journal article and submit.	Due before midnight on Saturday 12/6

Week Eight Module Level Learning Objectives

After completing this Module, students should be able to:

- Recall and identify concepts, terms, theories, and research related to the future of the family (Ch13 Quiz)
- Recall and identify concepts, terms, theories, and research related to the sociological study of marriage and family learned since the Midterm. (Final Exam)

Week Eight (12/7 to FRIDAY 12/12)

COURSE CLOSSES FRIDAY 12/12 – No work will be accepted after this date.

✓ Off	Description of Work	More Details
To Do	- Read Ch13 of Cohen, <i>The Future of the Family</i> - Optional: Watch Dr. Gregg's video lectures - Take Quiz	Due in Canvas before midnight on Thursday 12/11
To Do DUE!	Final Exam After taking the Ch13 Quiz, students should review all they've learned from Chs 8-13 this semester and then take the Final Exam.	Final Exam opens at 12:00 a.m. on Tuesday 12/9 and is due in Canvas before midnight on Thursday 12/11

More Details About Course Assignments

Week One Introductions (Discussion) 0 Points / Complete or Incomplete grade

Before the end of Week One students should introduce themselves to the class following the prompts for what to share found in the directions for the discussion for introductions. The instructor asks you to share specific things about yourself. After posting, please welcome at least one other person to the course in a kind and courteous manner. This grade will be used at the end of the course.

Week One Syllabus Quiz 100 Points / 4%

After buying your book, reading the syllabus, and watching the video introducing you to the course in week one of the course, students are required to take a Quiz over the syllabus and course expectations. Students are allowed 20 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.

Chapter Quizzes 1200 Points / 48%

After reading the assigned chapter and participating in the discussion, students are required to take a short 20-minute Quiz due at the end of each week on Saturdays. If you have carefully read, watched Dr. Gregg's (optional) videos, and have taken good notes while reading, you should do very well on the Quizzes. More details follow.

Details

- There is a quiz for each chapter in the Cohen 4th Ed. text (13).
 - You are required to take 12 of the 13 quizzes assigned.
 - 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 students have seven days to complete the quizzes each week.
- Each Quiz is worth 100 Points.
- As you take the quiz, you will be presented with 10 true/false or multiple choice questions for which there is only one best answer.
- Each student will be presented with a random set of questions drawn from a test bank that Dr. Gregg has either wrote herself or vetted. All answers can be found in the Cohen 4th Ed. text. Answers range from easy to moderate or difficult.
- Students are allowed 20 minutes to complete each quiz. After 20 minutes the quiz will automatically submit, unmarked questions will be counted as incorrect, and your grade will be recorded in the grade book.
- You are only permitted one attempt for 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 think you might miss a deadline for a quiz, you are permitted to take it early. Reach out to the instructor for help with this. Also, she routinely grants extensions if you ask before missing an assignment. Note that extensions will not be granted beyond the parameters of the course dates.
- If you miss a quiz, the grade book will automatically be populated with a zero.
- Quizzes will help you stay on track with the reading and prepare you for the Midterm and Final Exam.

Discussions and Responses 400 Points / 16%

As we move through the course, students will be learning many new concepts and ideas related to marriage and family. Four discussions have been created for you to share with your peers something you personally found important from the readings. Two discussions and responses are due before the Midterm and two are due after the Midterm and before the Final. The key to doing well on the discussions is focusing on something you find personally important. Instructions for what and how to write in discussions are below.

Chapters	Due Dates for Discussion	Point Value
1 st Discussion – Choose something important to discuss from Chs 1-4	Saturday 10/25	100 Points
2 nd Discussion – Choose something important to discuss from Chs 5-7	Saturday 11/1	100 Points
3 rd Discussion – Choose something important to discuss from Chs 8-9	Saturday 11/15	100 Points
4 th Discussion – Choose something important to discuss from Chs 10-12	Saturday 12/6	100 Points
TOTAL		400 Points / 16%

Instructions

1. **THE CHAPTER:** In your post, first identify the chapter you are discussing.
 - **Example:** *For this discussion I will be using Ch1 which is all about defining families.*
2. **THE WHAT:** Next, in just one paragraph and in about 3-5 sentences (more is better) describe the one thing that stands out as important to you (what you want to discuss) from the readings assigned. The idea is to demonstrate that you read and learned something from the reading that was important to you. It is okay to use (and quote) information you learned from Cohen (but it is not required). If you quote Cohen, do so like the example below.
 - **Example:** *I thought that acknowledging the different types of families was very important (e.g., the personal and legal families). Cohen says that the personal family is “...the people we feel related to and who we expect to define us as members of their families as well” (Cohen 7). This definition interested me because it made me think of people who get disowned by their families for various reasons. In my Sexualities course with Dr. Gregg last Fall, I learned that after the modern gay rights movement of the 1970s, many LGBTQ people who decided to “come out” were rejected from their families. So, what did these people do? They created families with people who accepted them, in other words, they created “chosen families” or as Cohen says, “families of choice”. I would surmise that many LGBTQ people who are disowned by their families of origin (due to judgments or shame), might form their own personal families.*
3. **THE WHY:** To conclude your post, in another paragraph and in at least 3-5 sentences (more is better) explain why learning this was personally important. Be very clear about this in your writing. Say something like this example.

- **Example:** *This topic is personally important to me because at Thanksgiving my brother recently came out to my family as gay. Responses ranged from wholehearted acceptance and support to complete and utter disgust with his announcement. Fortunately for my brother, those of us who love him no matter what and unconditionally will be there for him as he faces this new and open identity with us. I hope that he won't need to form a new personal or chosen family, because several of us vowed to be there for him no matter what. We are his real and legal family.*
4. **THE ASK:** Finally, end your post with a relevant question that you want to know from others in the course. Your question should pertain to what you thought was important. Ending with a question will make it easy for others to respond to your post.
- **Example:** *Do you have people in your life that you consider your personal or chosen family? If you do, describe who you include and how they came to be part of your personal family.*
5. **THE RESPONSE:** The last thing to do is read other students' posts and choose at least one to respond to in a meaningful way. By meaningful, write at least 3-5 solid sentences in response (more is better). Try to answer the question they posed. Please keep your responses upbeat and positive like this example.
- This student asked: Have you ever thought about the family being defined as a legal entity?
 - **Example:** *Hello Jimmy! I also wrote about the different ways to define family, but I chose the personal family and not the legal family like you did. I think it is great that you are adopted. Thanks for sharing that with everyone. I've never thought about the family as a legal entity before, but it makes sense to me now that I've thought about it. Hearing about your adoption process helped me to make sense of how Cohen defines the legal family, as "a group of individuals related by birth, marriage, or adoption" (Cohen 8). Thanks for sharing about your adoption with the class.*
 - Remember, please be courteous and kind in your responses to other students and capitalize and punctuate appropriately.

How You Will Be Graded (100 Pts)

- Writes well and follows directions. (15 Pts)
 - Students who make 3 or more writing errors, will lose points for writing.
 - Students who do not follow all the directions above, will lose points for directions.
- (THE CHAPTER) Clearly identifies the Chapter. (5 Pts)
- (THE WHAT) Writes at least 3-5 sentences describing something important from the reading (30 Pts)
- (THE WHY) Writes another 3-5 sentences explaining why it is personally important (30 Pts)
- (THE ASK) Ends post with relevant question that is on topic. (10 Pts)
- (THE RESPONSE) Responds with at least 3-5 sentences to at least one other person in a meaningful way (10 Pts)

Literature Review Assignments 300 / 12%

To enhance your learning in this course, scholarly journal articles (both theoretical and empirical) about different topics related to marriage and family have been curated for you.

Students should plan to pick one research article to read and summarize in the first half of the course and another one after we've passed the midway point in the semester (See Tentative Course Schedule and Page 1 of this syllabus for due dates). Dr. Gregg calls this assignment the Research Article Overview and sometimes refers to it as RAO in the syllabus and in Canvas.

In each half of the course, students get to choose which articles they read and summarize from a short, curated list (see below). The syllabus has been crafted with guidelines for how to proceed with this assignment and Dr. Gregg has made a video walking you through the directions of this assignment.

Students should use 3 documents for this assignment. First, there is the RAO Form that is blank and is set up for you to fill in the details that you want summarize about the article you picked. Second, there is a document in Canvas called the RAO Directions. Students should read this and follow the instructions for what to write in their summary. The last document is the RAO Summary. This is what YOU write in response to the prompts in the RAO Directions document. The RAO Summary is what you will submit in Canvas.

Below is a list of the journal articles to choose from in each half of the course.

Journal Article Choices (Pick One to Read and Summarize in 1st Half of Course)	Chapter to Make Connections With
"It's All in the Family: Intersections of Gender, Race, and Nation" by Patricia Hill Collins, Source: <i>Hypatia</i> , Vol. 13, No. 3	Ch3 Race, Ethnicity, and Immigration
"What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System" by Betsy Lucal, Source: <i>Gender and Society</i> , Vol. 13, No. 6	Ch5 Gender
"Social Marking and the Mental Coloring of Identity: Sexual Identity Construction and Maintenance in the United States" by Wayne Brekus, Source: <i>Sociological Forum</i> , Vol. 11, No. 3	Ch6 Sexuality
"Involuntary Celibacy: A Life Course Analysis" by Denise Donnelly, et al., Source: <i>The Journal of Sex Research</i> , Vol. 38, No. 2	Ch7 Love and Romantic Relationships
Journal Article Choices (Pick One to Read and Summarize in 2nd Half of Course)	Chapter to Make Connections With
"Cohabitation and Marriage: Complexity and Diversity in Union-Formation Patterns" by Sharon Sassler and Daniel T. Lichter, Source: <i>Journal of Marriage and Family</i> , Vol. 82	Ch8 Marriage and Cohabitation
"What Kind of Mother Am I? Impression Management and the Social Construction of Motherhood" by Jessica Collett, Source: <i>Symbolic Interaction</i> , Vol. 28, Issue 3	Ch9 Families and Children
"Stepchildren's Views About Former Step-Relationships Following Stepfamily Dissolution" by Marilyn Coleman, et al., Source: <i>Journal of Marriage and Family</i> , Vol. 77, No. 3	Ch10 Divorce, Remarriage, and Blended Families
"Purchases, Penalties, and Power: The Relationship Between Earnings and Housework" by Daniel L. Carson and Jamie L. Lynch, Source: <i>Journal of Marriage and Family</i> , Vol. 79, No. 1	Ch11 Work and Families

After selecting and closely reading a journal article, students should summarize the article by completing the Research Article Overview (RAO) Form filling in the relevant details required by the RAO Directions document. The RAO Form and the RAO Directions are on the last two pages of this Syllabus as well as in Canvas in a downloadable format. Instructions for what and how to write your RAO Summary follow.

Instructions

- Students should use the RAO Form to fill in the relevant details of their journal article. Do not create a new document. Students will need to download the form to complete it (fill in the details). (See the last pages of this syllabus.)
- Students should follow the directions on the RAO Directions document when completing this assignment. (See the last pages of this syllabus.)
- Students' RAO Summary should not go over 2 pages of single-spaced text.
- There is no need for a reference list because all the relevant information about the source is provided at the top of the RAO.
- Most of the writing in your summaries should be in your own words. Students should use quotes sparingly in their writing. If you do quote something from the journal article you pick, use quotation marks and cite the page number. Do not plagiarize in your writing.
- Leave the section headings (found on the RAO Form) in the document that you turn in for grading. This means that everyone's submitted RAO Summary should have the following section headings: Your Name, Date Due, The Main Topic of This Journal Article, Author(s) Name(s), Complete Source Information for Journal Article, Study Rationale, Literature Review, Study Design and Data Collected, Main Findings/Results/Conclusions, Criticisms/Opinion, Connections to Cohen's 4th Ed. These section headings should be underlined and bolded.
- Do not use AI to generate any of the writing in your RAO summaries. If you do this, you will be reported to UNT as having an academic integrity violation. Using AI for this assignment is considered cheating. Your thoughts and ideas in the summaries should be your own. If you use AI, you will earn 0 points and may fail the course.
- The two most important parts of this assignment are the Literature Review and the Connections you make with Cohen's text. These two sections are worth the most points. Be sure to carefully follow the directions in these two sections. Note that because they are worth the most points, you should be careful to thoroughly write enough in these two sections of the RAO Summary you submit.
- If you have any questions about this assignment, send a message to your instructor or TA using the Inbox in Canvas prior to submitting the assignment. They are here to help you succeed. Just reach out.
- An Example RAO summary has been completed for you and can be found in Canvas.
- It is also strongly recommended that you watch the video Dr. Gregg made explaining this assignment. She will go over the instructions with you and provide tips for how to earn an A on the assignment.

How You Will Be Graded (150 Pts)

- Writes well, cites when appropriate, and does not plagiarize the journal article. (25 Pts)
- Summarizes the research using the **RAO Form**. (10 Pts)
- Follows **RAO Directions**. Doesn't go over 2 pages, single spaces document, includes section headings. (10 Pts)

- Writes more than what is found in the Abstract. Quotes sparingly. Most of the writing is in student's own words. (15 Pts)
- Doesn't skip any of the sections. Provides relevant details about the article in writing. (10 Pts)
- Follows directions for what and how to write the 2 things learned in the Literature Review section. (30 Pts)
- Makes solid connection(s) between journal article and at least 2 chapters from Cohen's text. Must quote Cohen's text here. (50 Pts).

Two Exams 500 / 20%

Two exams have been planned to test your learning of the material in the Cohen text. The Midterm will transpire midway through the course and covers Chs 1-7. The Final transpires during Final Exams and covers Chs 8-13. To prepare for the exams, students should review their past quiz results and look over the chapters. More details about the exams follow.

Details

- Each exam is worth up to 250 points.
- Exams consist of 100 multiple choice and true/false questions for this there is only one correct answer.
- Each question is worth 2.5 points.
- Exams are open book and open notes.
- Students are permitted 75 minutes to take each exam. After 75 minutes, unanswered questions will be marked as incorrect and the exam will be submitted in Canvas. The exams are automatically scored and your grade will appear in the grade book.
- Students are only permitted one chance at the exam.
- To arrange for a different date to take the exam, students must contact the instructor at least one week prior to the due date for the exam.
- If you miss an exam, you have missed your opportunity for these points. Everyone has 7 days each week to complete the exam. No one should miss either of the exams.
- The course is considered over when the Final Exam time closes.

UNT Policies

Incomplete Policy (Sociology Department Policy)

Incompletes must be requested in writing at least one week before Final Exam Week, must be accompanied by documentation of the reason that the course cannot be completed before the end of the semester, and are only considered if at least 50% of course exams and assignments have been completed with a passing grade.

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-) (<http://policy.unt.edu/policy/15-2->) to learn more. Dr. Gregg expects students to attend all classes. Period.

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 Canvas 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. 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) 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.

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 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

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>)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<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/canvas/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/>)

October 13, 2025

RAO FORM – Download this document for writing your own RAO Summary. (Delete this message.)

Research Article Overview

Your Name:

Date Due:

The Main Topic of this Journal Article:

Author(s) Name(s):

Title of Journal Article Under Review:

Complete Source Information for Journal Article:

Study Rationale:

Literature Review:

Study Design and Data Collected:

Main Findings/Results/Conclusions:

Criticisms/Opinion:

Connections to Cohen's 4th Ed.:

RAO DIRECTIONS – This tells you what to look for in your article and what to write as you complete the form. (Delete this message.)

Research Article Overview

Your Name:

Date Due:

The Main Topic of this Journal Article:

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

Title of Journal Article Under Review: Type complete title here.

Complete Source Information for Journal Article:

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 study the issue/topic related to marriage and family? How did they go about collecting their data? Who did they study? Where did they go? Is the study quantitative or qualitative? How can you tell? What kind of data did the researchers collect? (Interviews, Surveys, Participant Observation, Records, Archives, etc.?) Where did the study take place (city, region, country)? When did the study take place? How much time did the study take? Did the researchers receive funding for this study? **(Tip: 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 do you think 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? These things are often discussed at the end of journal articles.

Criticisms/Opinion: What do you think about this journal article? What is your opinion of the arguments or research? Do you have any criticisms of the article? In your opinion, did the researchers miss anything? What more should be researched regarding the topic related to marriage and family in society? Do the researchers offer suggestions for future research at the end of the journal article?

Connections to Cohen's 3rd Ed.: This is the hardest and the most important part of the RAO assignment. This is because being able to connect what you've learned from the Cohen text to what you've learned in the journal article summarized tests your knowledge of the course material. To begin your writing, identify two chapter(s) from Cohen that you use to connect to the journal article. Then make at least two solid connections between what Cohen says somewhere in the chapters assigned already and what the journal article says. Your aim in this section of the summary is to apply (or connect) something discussed in your article with several different things Cohen discussed in the text. Once you have made more than one connection, provide an explanation of what the connection(s) you've made mean. **In this section, use quotes from Cohen's book to illustrate your points.** When you do so, cite the source and page number like this: (Cohen #). You can also quote from the journal article you choose.