# **University of North Texas**

# **SOCI 3000 900**

# **Marriage & Family / Summer 5Wk2 2022**

## **Instructor Contact**

Name: Dr. Karen Monique Gregg

Office Location: Sycamore 288V

Phone Number: 940-565-2296

Office Hours: If you need to meet with Dr. Gregg, reach out to her to make a Zoom meeting date at a mutually agreeable time.

Instructor Email: Karen.Gregg@UNT.edu

Communication: Communicate with Dr. Gregg using the Inbox in Canvas. If you email Dr. Gregg using the UNT email address, she will kindly request that you communicate in Canvas and will respond to you there. Please allow 24-hours for a response in Canvas. Note that Dr. Gregg 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, July 11th

Most Assignments Due online on Fridays before midnight (11:59 p.m.)

Research Project Research Article Overview Two-Step Process

* Step 1 due on Wednesday, July 27th
* Step 2 due on Saturday, July 30th

Midterm Exam Due Friday, July 29th before midnight (11:59 p.m.)

Final Exam Due Friday, August 12th before midnight (11:59 p.m.)

Semester Ends Friday, August 12th 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 does not meet in person. This course is 100% online. Students are expected to log into Canvas frequently to stay engaged and to complete assignments. This course consists of quizzes, exams, discussions, and one research project.

## **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.

## **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 and summarize sociological research from the *Journal of Marriage and Family* and apply information from the course text to that research.
3. Appraise and discuss current research found in the Story Behind the Numbers data with 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.

Also, W.W. Norton allows 21-days of free online access to their books as students wait to get their books. To register for this, use the above link to the digital page for Cohen’s 3rd Ed.

### **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 open and engaging atmosphere online 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 growing diversity, increasing inequality, and long-term social change that has occurred over the last 200 years in the United States.

To be successful in this course, students are encouraged to embrace the material in the assigned text so that they can engage one another in productive online discussions about the changing shape of marriage and family life in our country. Quizzes and exams will allow students to demonstrate their mastery of the information learned from the text. It is also important to understand where research about marriage and family comes from and how to access it. For this reason, I have incorporated a small research project in the course where students can find and summarize research from the *Journal of Marriage and Family* about a topic related to the course that personally interests them.

## **Course Technology & Skills**

### **Technical Requirements and Skills**

Here is a list of the minimum technology requirements for students 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.
* Microsoft Office Suite
* Uploads to Canvas 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. If after one week, you have not contacted the professor or TA, the zero will stand.
* Note that 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:

* Do not use your cell phone in class. If it appears that you are distracted by your phone, Dr. Gregg or the TA may ask you to leave class.
* 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.

## **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 Dr. Gregg via the Inbox in Canvas to discuss their situation **PRIOR TO** missing an assignment. When students do this, Dr. Gregg routinely grants extensions.
* Each student is allowed **only one documented emergency** per semester.
* As stated above, in the event your emergency is very serious, Dr. Gregg 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.
	+ Caitlin Edgar, M.S., Student Services Coordinator, Dean of Students Office, Caitlin.edgar@unt.edu, 940-565-2648.

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**.

[UNT Help Desk](https://www.unt.edu/helpdesk/) - 940-565-2324 / Sage Hall 330 / helpdesk@unt.edu
Monday - Thursday 8:00 am - midnight
Friday 8:00 am - 8:00 pm
Saturday 9:00 am - 5:00 pm
Sunday noon – midnight

Technical problems with computers or CanvasARE NOT satisfactory excuses for missing assignment deadlines. Dr. Gregg 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 Assignments and Points**

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| **Description of Assignments** | **Points & %** |
| Syllabus Quiz due at the end of Week One (Practice Quiz) | 0 Points0% of grade |
| 13 Chapter Quizzes (12 Required)* Can miss 1 with no penalty, but if you take them all, the lowest quiz score will be dropped.
* Each quiz is worth 50 points. 50 X 12 = 600 Points
* Quizzes are due before midnight on Friday nights
 | 600 Points30% of grade |
| SBN Discussion Posts* Cannot miss any discussions. Must complete all 4 of them.
* In most weeks multiple chapters are assigned. Students should pick one chapter to participate in the SBN discussion.
* Each discussion is worth 100 points. 4 X 100 = 400 Points
 | 400 Points20% of grade |
| RAO Process* Step 1 is worth 100 points
* Step 2 is worth 400 points
 | 500 Points25% of grade |
| Exams* Midterm Exam is over Chs. 1-7
* Final Exam is over Chs. 8-13
* Each exam is worth 250 points. 2 X 250 = 500
 | 500 Points25% of grade |
| TOTAL | 2000 Points  |

## **Dr. Gregg’s Grading Scale**

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

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| --- | --- |
| **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 |

# **Tentative Course Schedule**

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| Week 1 (7/10-7/16) |
|  | **Description of Work to be Completed** | **Details** |
| NOTE | First Day of Class is Monday 7/11 | Class Starts |
|  | **To get started**:* Buy the book
* Find and read the Syllabus
* Poke around Canvas to get comfortable
* Watch Dr. Gregg’s video introducing you to the course called **Welcome to SOCI 3000** (in the Introduction Module)
 | There is a lot of helpful stuff to get you started in the course in the Modules called **Start Here** and **Introduction**. |
|  | Take the Syllabus Quiz | Due before midnight on Friday 7/15.  |
|  | Read Chs. 1-4 of Cohen | Text |
|  | Take the chapter quizzes over Chs. 1-4 of Cohen | Due before midnight on Friday 7/15 |
| Wk1D | Pick one chapter (1-4) and participate in the Story Behind the Numbers Discussion. Follow all instructions in Canvas for what to write.  | Due before midnight on Friday 7/15 |

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| Week 2 (7/17-7/23) |
|  | **Description of Work to be Completed** | **Details** |
|  | Read Chs. 5-7 | Text |
|  | Take the chapter quizzes over Chs. 5-7 of Cohen | Due before midnight on Friday 7/22 |
| Wk2D | Pick one chapter (5-7) and participate in the Story Behind the Numbers Discussion. Follow all instructions in Canvas for what to write. | Due before midnight on Friday 7/22 |

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| Week 3 (7/24-7/30) NOTE: Due dates for Week 3 are spread out over the week! |
|  | **Description of Work to be Completed** | **Details** |
|  | There is no discussion for Week 3.  | No discussion due. |
|  | Complete RAO Step 1 of the RAO Process. * This is due on Wednesday, but if you upload it sooner, Dr. Gregg will give you quick feedback on your research article so that you know you can proceed to Step 2.
* If you earn a 0 before the deadline, you can upload another research article and try again.
* If you receive a 0 and do not upload another research article before the deadline, the 0 will stick as your grade.
 | Due before midnight on Wednesday 7/27 |
|  | Review for the Midterm Exam over Chs 1-7 | Use the films to review.  |
|  | Take the Midterm Exam | Opens Sunday 7/24 at 12:00 a.m. and closes on Friday 7/29 at 11:59 p.m.  |
|  | Complete RAO Step 2 of the RAO Process | Due before midnight on Saturday 7/30 |

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| Week 4 (7/31-8/6) |
|  | **Description of Work to be Completed** | **Details** |
|  | Read Chs. 8-11  | Text |
|  | Take the chapter quizzes over Chs. 8-11 of Cohen | Due before midnight on Friday 8/5 |
| Wk4D | Pick one chapter (8-11) and participate in the Story Behind the Numbers Discussion. Follow all instructions in Canvas for what to write. | Due before midnight on Friday 8/5 |

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| Week 5 (8/7-8/13) |
|  | **Description of Work to be Completed** | **Details** |
| NOTE | Last Day of Class is Friday 8/12 | Class Ends at midnight |
|  | Read Chs 12 and 13 | Text |
|  | Take the chapter quizzes over Chs. 12 and 13 of Cohen | Due before midnight on Friday 8/12 |
| Wk5D | Pick one chapter (12 or 13) and participate in the Story Behind the Numbers Discussion. Follow all instructions in Canvas for what to write. | Due before midnight on Friday 8/12 |
|  | Review for Final Exam over Chs. 8-13 | Use the films to review. |
|  | Take the Final Exam | Opens Sunday 8/7 at 12:00 a.m. and closes on Friday 8/12 at 11:59 p.m.  |

Thank you for taking this course with me.

# **More Details on Course Assignments**

### **Week One Syllabus Quiz**

### After reading the syllabus and watching Dr. Gregg’s Introduction to the Course video (in the Module called **Introduction**) in week one of the course, students are required to take a Quiz over the syllabus and course expectations. Students are allowed 30 minutes to complete the Quiz and are permitted two attempts. This quiz is for a complete or incomplete grade. The intention of the quiz is to make sure that you understand all that is expected in the course.

## **13 Chapter Quizzes (this matches exactly what is in Canvas)**

After reading each chapter in the Cohen 3rd Ed. text, students are required to take a short 30-minute Quiz that falls due at the end of the week on Friday. If you have carefully read the chapter, have taken good notes while you read, and have watched the videos (optional), you should do very well on the Quizzes.

### **Details**

* There is a quiz for each chapter in the Cohen 3rd 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 Friday at midnight (11:59 p.m.). This means everyone has six days to complete each of the quizzes assigned.
* Each Quiz is worth 50 Points.
* As you take the quiz, you will be presented with10 true or 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 vetted. All answers can be found in the Cohen 3rd text. Answers range from easy to moderate or difficult. There is only one best answer for each question asked.
* 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.
* Students 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 think you might miss a deadline for a quiz, reach out to Dr. Gregg before rather than after missing a quiz.
* If you miss a quiz, the grade book will be populated with a zero.

## **4 Weekly Discussions (this matches exactly what is in Canvas)**

Most weeks in this course you are assigned multiple chapters to read and master. There are four discussions and students should not miss any of them. Each discussion post is worth up to 100 points (see below for how you will be graded).

Students should pick one of the chapters assigned and find the Story Behind the Numbers in the chapter (2 pages). Read the information provided and consider the graphics and statistics being conveyed. You will need to be able to appraise and discuss this information in a discussion post with your peers. Next, log into the [W.W. Norton Digital Page for Cohen's 3rd Ed. of Family](https://digital.wwnorton.com/thefamily3) to watch the short video animation about the Story Behind the Numbers. Nothing in the film is different from what is conveyed in the book, so watching the animation films are optional.

After doing all this, participate in this discussion by doing the following:

1. Clearly post the chapter you are discussing at the top of your original post.
2. Write (at least) 3-5 sentences appraising and then discussing what you learned from the Story Behind the Numbers you selected.
3. At the end of your original post, set forth question(s) pertaining to the Story Behind the Numbers you selected to discuss. This will easily allow others to respond to your post.
4. Finally, you should respond to at least one other person about what they posted.

## **How You Will be Graded:**

* Follows all directions (25 Points)
* Writes at least 3-5 sentences appraising and discussing the Story Behind the Numbers information (25 Points)
* Ends with a relevant question (25 Points)
* Responds to at least one other person (25 Points)

### **Example Discussion Post for Ch1**

Hello Everyone! I chose to use Ch1 for this discussion.

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?

## **Midterm and Final Exam (this matches exactly what is in Canvas)**

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 need to arrange for a different date or time for one of the exams, you must request this from Dr. Gregg at least one week in advance of the due date. If you do this, she will work with you to arrange a different time.
* 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.

**Research Article Overview**

Sometime near the Midterm in the course, students are asked to find and examine sociological research pertaining to marriage and family and apply information from Cohen’s text to that research. To do this, we will use the UNT library system. Your technology fee pays for access to sociological journals. So, to complete this assignment no one should purchase a research article outside of the UNT Library System. This assignment will teach you how to find a research article that meets all of the criteria for this assignment and is from a journal that UNT subscribes to through the library.

This assignment is fun because students get 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” (sometimes called incel), so we looked up research on that topic together. There are many interesting topics in the marriage and family literature. If you have trouble thinking of a topic to research, just flip through Cohen’s chapters until you see something that strikes you as interesting.

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 Cohen’s text to the research article using a very specific process that I call the Research Article Overview (RAO for short). In Canvas you will find several RAO forms to use. One has all the directions for what to write. Another is blank, but has the prompts that you should follow to complete this process.

Don’t worry! If this seems overwhelming, I’ve created an Example RAO of my own using research that I found about my topic of interest: relationships between stepparents and their stepchildren. I have even completed the blank form by following all the directions in order to show you what a proper RAO should look like. Please be sure to check that out.

To help you get started, below are listed more specific details about the RAO process.

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

### There are two steps to this process.

### To complete **Step 1**, 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. There are several ways to do this. To help you, I have made a video showing one way to find a research article using the UNT library system.

### There are very specific criteria for the research article you find:

### 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/or Methods” section in your research article.

1. Note that the following types of writings are sometimes found in scholarly data bases, but they are not acceptable for this assignment: research notes, speeches, theoretical pieces (that do not collect and/or analyze data), and book reviews. Do not complete the RAO assignment using any one of these. If you need clarification on this, reach out to Dr. Gregg.
2. The research article must be published sometime between 2010 or today. If you find that the topic you are interested in doesn’t have much current research using these dates, reach out to Dr. Gregg for guidance. She will help you.
3. To make this assignment fair for everyone, students should find a research article to review that is at least 20 pages. Longer than this is even better. If you upload a research article that is less than 20 pages, you will earn a zero on Step 1.
4. **STEP 1**: Once you think you have found an appropriate research article for this assignment, save it as a PDF file and then upload it to Canvas in the appropriate spot. Dr. Gregg will review your submission and give you feedback to let you know if you can proceed to Step 2 of the process.
	1. If you have found an appropriate research article, Dr. Gregg will award you points and wave you on to Step 2 of the RAO process (see below).

Step 1 due on a Wednesday

* 1. If you have NOT found an appropriate research article, Dr. Gregg will award you a zero and let you know where you went wrong. She will check for the following things when grading Step 1: a) the research is from the Journal of Marriage and Family; b) the date of the research is 2010 or more recent; c) the study described in the research collects and/or analyzes data; and d) the page length is 20 pages or more. If you miss any one of these, you will be awarded zero. If this happens to you before the deadline for Step 1, you can resubmit another research article for Dr. Gregg’s approval.
1. **STEP 2:** Once your research article has been approved, you should carefully and closely read it (maybe more than once) and begin completing the blank RAO form found in Canvas using the RAO with directions that guides you through a process of summarizing the relevant details of your research article. Think of this as a written exam where Dr. Gregg wants you to tell her some very specific things about the research article you found.

Step 2 due on a Saturday

* 1. Students should do their best to follow all the prompts on the RAO Template for what to write summarizing their research article.
	2. Students should describe the details of their research in their own words as much as possible. If necessary, students may quote a few things from the research article. If you do this, be sure to put the page number where the quote can be found in parentheses like this: (Stark 222).
	3. Remember, Dr. Gregg has 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. Be sure to look at the example.
	4. Do not go over 2 pages of single-spaced writing for your RAO.
	5. Use Times New Roman and 12-point font.
1. Next, once you have filled in all the relevant details on the RAO template summarizing your research article, upload it to Canvas.

### **How You Will be Graded**

|  |  |
| --- | --- |
| **Requirements for Assignment**  | **Points** |
| Find research article from the *Journal of Marriage and Family* and uploads to Canvas as a PDF file. * From the *Journal of Marriage and Family.*
* 2010 or more current.
* Collects and analyzes data. Has a Data/Methods section.
* Is 20 pages or more in length.
 | 100 Pts |
| Summarizes the research using the RAO process. * Doesn’t miss a section.
* Thoroughly addresses prompts.
* Writes well. Uses own words. Doesn’t plagiarize.
* Doesn’t steal information from the Abstract.
* Makes solid connections with the Cohen text. Writes a good amount here.
* Single spaces writing.
* Doesn’t go over 2 pages of single-spaced writing.
 | 400 Pts |
| **TOTAL** | **500 Pts** |

## **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 class during class time and 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.
	* If you do not appear to be interested or involved in what is happening in class, the professor (and/or TA) might ask you to leave the room. An example of this might be letting yourself get distracted by your cell phone.
4. To complete all assignments as they are scheduled in the **Tentative Course Schedule** in the syllabus.
5. To engage others in the class in productive discussions about the **Story Behind the Numbers** data.
6. 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.
7. To read the grading comments that the professor (and/or 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).
8. 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 Dr. Gregg. After that, the zero (0) will stand.
9. To follow all directions in the syllabus for all course assignments. If you do not follow all directions (especially for the discussions), you will automatically receive a zero (0).
10. 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. Do not use any other version for this course.
	* 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 (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) 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. Students are expected to use the computer clusters on campus if they have computer or internet issues.
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. Dr. Gregg expects students to attend all classes. Period.

### **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 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](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 Canvas 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/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/)
* [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

**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.

**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 learned from the Cohen text to what you 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 #). Be very clear about how something Cohen says relates to something the authors of your research article said.

**Research Article Overview**

**Your Name:**

**Date Due:**

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

**Author(s) Name(s):**

**Title of Research Article Under Review:**

**Complete Source Information for Research Article:**

**Study Rationale:**

**Literature Review:**

**Study Design and Data Collected:**

**Main findings/results/conclusions:**

**Criticisms/Opinion:**

**Connections to Course Materials (Cohen’s 3rd Ed. only):**