

FCHD 1010  
Balancing Work and Family  
Fall 2016  
Old Main 225 MWF 8:30

Instructors: Unit 1: **Alena Johnson**  
**Unit 1 Dates: August 29 – September 30**  
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Units  
2 & 3: **Darcy Keady**  
**Unit 2 Dates: October 3 – November 4**  
**Unit 3 Dates: November 7 – December 9**  
Office – FL 217  
Office Hours – M, T 9:30 – 10:20 am or by appointment  
Email: [darcy.keady@usu.edu](mailto:darcy.keady@usu.edu)

## Course Introduction

This course will introduce students to the various components and stressors facing families trying to balance work with life responsibilities. To facilitate learning, the course is divided into three main sections: Money Management, Marriage and Family Relationships, and Child Development and Parenting. Within this course, two overall themes will be incorporated; balancing work and family, and strengthening family relationships. The course will help provide the necessary skills for these life situations.

The Money Management section will focus on how financial issues affect work and family relationships. Good financial management principles will be taught to help families more effectively manage their resources.

The Marriage and Family Relationship section will explore the major principles and issues associated with marriage, work, and family relationships. Gender and gender roles, forming couple relationships, norms and dynamics in marriage, and specific work-family conflicts are included.

The Child Development and Parenting section will examine how parenting responsibilities affect how individuals approach the task of balancing work and family. Parenting styles at various age points in the lifespan will be investigated.

If you have questions concerning Unit 1, please contact Alena Johnson; Unit 2 & 3: Darcy Keady. *We hope you have a wonderful semester at USU.*

## Course Objectives

1. Students will learn basic concepts, definitions and approaches that are used in the study of marriage and money management, family relationships, and child development and parenting.
2. Students will be able to clarify and implement patterns of behavior that will enhance economic security, relationships, and parenting in the future.
3. Students will be able to apply learned money management techniques, techniques to establish good health, and methods of finding and maintaining good employment.
4. Students will learn and practice the skills necessary to balance work, marriage, and family relationships in healthy ways.
5. Students will be able to apply knowledge of child development and various parenting styles.

## **Text**

Johnson, A.C., Miller, B.C., Olsen, K. (2013). Balancing work and family in the real world, second edition. Plymouth, MI: Hayden-McNeil. (ISBN 978-0-7380-4776-8) (Required)

## **IMPORTANT INFORMATION**

*Although this is a 1000 level course, please remember that it is a university course. Therefore, you will be expected to read, study, and think critically. The assignments are applied and are not difficult, but you will be expected to turn in high quality work on-time. To do well on the quizzes, you must read all of the readings and study them, attend class and take notes, and know the information well. You are welcome to use your notes, readings, etc. on the quizzes but please remember that the quizzes are timed so you will need to not only know the information but where to find it, if necessary.*

## **Contacting Instructors**

When contacting instructors, please make sure you contact the one that is over the unit in which you have questions. You will usually get a quicker response if you use regular email, not the Canvas messaging. Please be sure to include what class you are in since the instructors have various classes and there are multiple sections of this course. Also, the discussion board is for student use only. The instructors will generally not read the discussions posted. If you have a question for an instructor, you will need to contact that instructor through regular email. Do not rely on the discussion board to give you accurate information about class assignments and quizzes.

## **Academic Integrity Module**

Prior to beginning coursework in this course, you will need to complete the Academic Integrity Module on Canvas. This includes reviewing the Academic Integrity material (i.e. Honor Pledge, Academic Dishonesty Defined, etc.), score at least a five on the quiz, and acknowledge that you understand the University's policies regarding academic integrity. If you do not wish to complete this module, you will need to withdraw from the course.

## **Plagiarism Check**

This course will use the plagiarism checking software *Turnitin* for the six written assignments. By using this software, the instructors will be able to identify any written work that is copied (or closely copied) from the internet or anyone else's paper including those who have previously taken or are currently taking the course. If a student is caught plagiarizing, that student may fail the course and/or have additional action taken based on University policies. The assignments are not group projects. In other words, DO YOUR OWN WORK!

## **Modules**

Each unit has 5 modules. When you pull up a module you will be able to see what is required for that module. Each module has reading assignments, possible presentations, and a quiz. Make sure to read all the reading assignments and watch any presentations for each module. Quizzes will be based on that information.

## **Quizzes**

One quiz will be given for each module. Quizzes will be taken through Canvas. They are open book and open note and are based on the text reading, articles, lectures, videos, etc. Each quiz will be worth a different amount of points. There will be 50 points on quizzes for each unit for a total of 150 points. Only 1 minute per question will be given on each quiz. All quizzes must be completed before the closing date and time. You may take each quiz TWICE before the closing date. NO MAKEUP QUIZZES WILL BE GIVEN. If you will not be able to take a quiz the week that it is due, take it ahead of time. Take the quizzes by yourself.

## Assignments

All assignments must be submitted through Canvas in a Word, pdf, or rich text format. Assignments are due at 11:59 PM on the due date.

**LATE ASSIGNMENTS: Assignments will be accepted up to ONE WEEK past the due date. No assignments will be accepted past one week after the due date. Late Assignments will be docked 20%.**

For each assignment, in the top LEFT-hand corner of the paper type your name and A#.

- **Read the requirements closely before turning in the assignment.** Points will be docked for anything left off.
- Type your assignments using Times New Roman, 12 point font with 1 inch margin, and set the after paragraph spacing to zero. All assignments **MUST** be typed.
- Points will be taken off for writing that is not college quality. Make sure to proofread all assignments.
- Assignments that are **late will be docked 20%!** No exceptions!
- Please do not put any comments in the comment box when submitting assignments unless you have a specific question or comment that needs to be addressed. Comments such as “attached is my assignment” do not need to be made. Any comments made are sent to the instructor’s and TA’s inboxes and can make it more difficult to find the comments that need addressing. Feel free to make a comment if you need to address something, but please do not put in any unneeded comments.
- **KEEP A COPY OF ALL ASSIGNMENTS.** It is your responsibility to be able to prove you did the assignment if the need arises.

## Grading Procedures

Your grade will be based on the following items:

3 assignments (30 points each, 90 total)

3 assignments (50 points each, 150 total)

15 end of module quizzes (each quiz is worth a different amount of points, 150 total)

### **ASSIGNMENT 1: (30 PTS.) Step-Down Principle.**

For one week, consciously use the Step-Down Principle. You can use it to reduce time or money in the area of food, to reduce your expenses in general, to improve your nutrition, or to improve physical activity (Chapters 1 and 3 of the textbook cover the Step-Down Principle). Also, look at the Martin family’s expenses for last month (on Canvas with the assignment) and note that they spent more than they made. Write a paper with two parts. Below are the topics that need to be covered and how many points they are worth. Be sure to cover all the topics.

Part 1 – Talk about using the Step-Down Principle in your own life.

- Give specific examples of how you used it and what the results were. (8 pts.)
- Did you like it? (2 pts)
- What specific improvements did you see? (4 pts)
- Will you continue to use it? (2 pts)

Part 2 – Discuss how the Martin family could benefit from using the Step-Down Principle to reduce their expenses.

- In what areas of spending do you think they could cut back? (6 pts)
- Will they have to change their life style if they use the Step-Down Principle? (3 pts)

**The paper should be 2-3 pages double spaced**

**ASSIGNMENT 2: (50 PTS.) Money Habitudes.**

Complete steps 1, 2, 3 and either 4A or 4B.

1. Print off the worksheets for assignment #3 (on Canvas). Watch the power point presentation (also on Canvas) and complete the Money Habitudes exercise. You will be marking on one of the worksheets (Tally sheet) which Habitudes are like you, somewhat like you, or not like you. When you are done with the presentation, look at your tally sheet. Choose two of the Habitudes that had the most marks in the “like me” box (dominant Habitudes). Write about those two Habitudes. To get information for the paper, look at the other worksheet (summary page) that describes each Habitude. Answer and discuss ALL the following questions:

1. Which advantages of your dominant Habitudes are most like you? (3 pts)

- How do those advantages help you? (5 pts)
- Which disadvantages on your dominant habitudes are most like you? (3 pts)
- How do those disadvantages hinder you? (5 pts)

2. Choose two of the Habitudes that had the most marks in the “not like me” box (least dominant Habitude). Write about those two Habitudes. Answer the following questions:

- What do you feel you might be missing from the advantages of these Habitudes that would be good to incorporate into your life and why? (5 pts)
- What disadvantages are you glad you do not have in your life and why? (5 pts)

3. Read about all the Habitudes on the summary page. Answer the following questions:

- To get more balance in your life, which habitude(s) could you use more often? (3 pts)
- Which habitude(s) would you use less often to get more balance? (3 pts)

4a. If you are married, ask your spouse to do the exercise. If they would rather not, guess at their responses. Answer the following questions:

- Are your dominant Habitudes similar or mostly different from your spouse’s Habitudes? (3 pts)
- Do you find areas of conflict when it comes to money and can this be explained by the Habitudes? (5 pts)
- Could knowing each other’s dominant Habitudes change how you discuss money? How? (5 pts)

4b. If you are not married, answer the following questions:

- What did you learn from doing the Habitudes exercise that could help you increase the chances of financial success in a future relationship? (5 pts)
- What changes could you make now to increase the chances of success in a future relationship? (5 pts)
- If you wanted a balanced relationship, what Habitudes might be good to look for in a future partner? (3 pts)

**The assignment should be 3-5 pages double spaced.**

**ASSIGNMENT 3: (30 PTS.) The Jones Family Case Study**

**Jones Work and Family Case**

You have been friends with Jim and Lisa Jones since childhood. They were teenage sweethearts who both come from large families in the town where you all grew up. Both of them have worked full time since their marriage except for a three-month maternity leave after their son Jason was born. They both had demanding jobs, but Lisa asked to take on less responsibility when her work took too much time away from their son. They want the best for their son and have found excellent childcare, which costs

about \$1050 per month. They want to have one or two more children, but they don't know when that will be because having a large family like they came from seems unrealistic at this point.

Jim has hit a plateau at work. He has a stable but unexciting position making about \$60,000 a year. He works about 45 hours per week and has about a 45-minute commute each-way. He adores Jason and wishes he had more time to spend with him.

Lisa has been a rising star at her work since returning from maternity leave two years ago. She works about 60 hours per week and earns \$105,000 per year. She has been offered an executive position in Atlanta with a \$175,000 per year salary, plus bonuses and stock options.

Jim and Lisa are struggling over what to do about her job offer. They live in a \$500,000 three-bedroom house with a \$3,500 per month mortgage. They also feel that things are not quite right. Although they are making a reasonable amount of money, they feel something is missing in their life. They wonder if you have any advice to give to them about what they should do.

### **Your Assignment**

#### **Three Scenarios for the Jones Family (1 page each)**

Briefly (about one page each) describe three distinct scenarios the Jones family might choose to follow during the next year. In your writing, include the consequences of these three choices for the long term (over the next 25 years). These three scenarios should be as different from one another as you can make them. Be as creative as you can, not necessarily closely tied to the background information. For each scenario include basic demographic information like the eventual size of their family, marital status, employment history, religious activity, geographic location, major family achievements, crises, health history, etc. Have fun and be creative!

#### **Your Reflection (1 page)**

On one additional page, reflect on your reaction to this assignment and what you have learned from it. Which of your written scenarios is the one closest to the scenario you hope to follow? What are your thoughts about how to provide for a family and how family life should be balanced with work?

#### **Grading Criteria:**

Your grade will depend on your ability to effectively and clearly describe the three scenarios and provide a thoughtful reflection of the assignment. Using appropriate headings is expected.

1. Provide a complete description of each scenario (minimum one page each) and the consequences of each scenario (6 points per scenario).
2. Reflection page must address each of the issues described above (12 points).

### **ASSIGNMENT 4: (50 PTS.) Marriage, Family, and Work in Reality.**

To assist you in applying the concepts learned throughout this section of the course, you are assigned to interview someone with at least a ten-year history of balancing work, marriage, and family. In the interview, you will need to ask them about how they managed their work, family, and marriage experiences. Questions for the interview can vary, but you must carefully consider what you will ask during the interview and write the questions down before starting (this will help you to ask the most appropriate questions in order to fully complete this assignment).

Based on the information gained during the interview, write a 3-5 page double-spaced paper (plus a list of the interview questions you asked). This paper should incorporate four areas including:

1. Provide a brief description of the interview (include a list of your interview questions at the end of your paper). Who did you interview? What was their work/family/marriage history? What

roles do they play in their work/family/marriage? What have they done in order to balance work and family? (15 points)

2. What did you learn from this interview about balancing work, marriage, and family relationships? Did their responses correspond with information you learned during this unit of the class? If so how, and if not what differed (base your response on readings, videos, lecture, etc.)? (15 points)
3. Based on what you learned from this interview, describe what you will do in the future to balance your work, marriage, and family relationships effectively. (20 points)

### **Grading Criteria:**

1. Grading criteria for this assignment are listed above. Your grade will depend on your ability to effectively and clearly address these issues. Please use appropriate headings to make your paper clear.

### **ASSIGNMENT 5: (30 PTS.) Slow Down and Play.**

For this assignment you are required to spend time playing on **two** different occasions (at least 15 minutes each). After you have spent your time playing, write about your experiences and perspectives on life after taking time to play. This assignment should be at least 2 full pages, double spaced in length (points will be deducted if this minimum length is not met). Your paper should be written in a question and answer format, meaning each section heading should be the question, and your answer written below each header. For this paper, you should answer the following three questions:

1. What did you do to "play" (include what activities you did, how long you did them, who you did them with, etc.)?
2. How did this "play" meet at least one of the definitions of play: pleasurable and enjoyable, no extrinsic goals, spontaneous and voluntary, active engagement, and make-believe?
3. Looking into the future, how can playing activities help you stay "balanced" as a parent with your children, or children around you?

You may, also, answer additional questions in order to reach the required page limit. You can create your own questions or answer one or more of the following:

- How did you feel about life responsibilities after you had taken time to play?
- Did taking time to play slow down the hectic pace of your life?
- Did taking time to play affect your ability to get other things done in your life?

### **Grading Criteria:**

Your grade for this assignment will be based on your ability to provide a college quality 2 page (minimum) paper addressing at least the three required questions (30 points). Points will be distributed for this assignment as follows:

1. Fully addressing the 3 required questions and any optional questions. (20 points)
2. Accuracy in spelling, grammar, and sentence structure. (5 points)
3. Following directions (including using headings and page length). (5 points)

### **ASSIGNMENT 6: (50 PTS.) Parenting Metaphor.**

Create a metaphor based on the information presented in the **3RD Unit** of the class. Use important concepts that affect or describe parents and parenting, tools parents use, or social supports available for parents to assist in making decisions about child and family outcomes. There are not specific concepts from this unit that must be used. Take any 10 concepts or ideas from this unit that would make sense with your metaphor. This assignment is meant to be a fun and a creative way for you to conceptualize your individual parenting theory, as well as make connections with the course material.

The paper should include the following information (please use these as section headings in your paper):

**Description of Metaphor** - Provide a brief introduction and description of your metaphor (you will only use 1 metaphor for all 10 concepts).

**Class Concepts** - Describe the relationship between your metaphor and class concepts (only from Unit 3, concepts used from the other units in this class will not count toward your 10 required concepts for this paper). Be clear in your descriptions and feel free to use headings to make your 10 concepts clear to me. You must address 10 concepts to get full credit for this paper.

**Conclusion** - Provide a brief conclusion (can be one paragraph) pulling all of your ideas together. Remember a good conclusion should briefly restate what you have already discussed in your paper and leave the reader with no questions. Finally, you should describe how this metaphor applies to you and your theory of parenting.

In addition to these requirements be sure to cite your concepts throughout your paper. Each concept used needs a citation, so there should be a minimum of 10 citations in your paper. Since all of your citations should come from the text or class lecture, rather than using regular APA formatting, instead simply list the chapter from which your information is based. For example, if your concept is based on information you gained from Chapter 14, right after the sentence where the information was used, in parentheses write (Chapter 14). If a concept comes from a lecture, but not the book, cite the chapter in which the material was presented (Lecture Chapter 14). You do not need to include a reference page for this assignment; instead be sure that your in-text citations are clear and thorough.

\*\*\*An example of a metaphor will be posted on CANVAS for you to view\*\*\*

Grading Criteria:

Your grade for this assignment will be based on your ability to provide a college quality 3-5 page (double-spaced) paper addressing the required information as described above (50 points). Points will be distributed for this assignment as follows:

1. Clearly explaining your metaphor. (10 points)
2. Clearly describing the 10 different relationships between the metaphor and concepts. (3 points each, 30 points total)
3. Accuracy in spelling, grammar, and sentence structure. (5 points)
4. Following the directions (including using headings and page length). (5 points)

#### **Grade Percentage Schedule**

A = 100%- 94%

A- = <94% - 90%

B+ = <90% - 87%

B = <87% - 84%

B- = <84% - 80%

C+ = <80% - 77%

C = <77% - 74%

C- = <74% - 70%

D+ = <70% - 67%

D = <67% - 60%

F = <60%

## Course Outline

	Date	Topic	Readings & Assignments
<b>UNIT 1</b> Balancing Work, Family, and Money Management	M: 8:29	Semester Overview	
	W: 8/31	Introduction to Unit 1	Module 1 reading
	F: 9/2	Money Management	
	M: 9/5	NO CLASS	
	W: 9/7	Money Management	
	F: 9/9	Debt Management	Module 2 reading
	M: 9/12	Good Health	Module 3 reading <b>Quizzes 1 and 2 – due on Sep 12 by 11:59 p.m.</b>
	W: 9/14	Good Health	
	F: 9/16	Good Health	<b>Quiz 3 – due Sep 19 by 11:59 p.m.</b>
	M: 9/19	Employment	<b>Assignment #1 – due Sep 19 by 11:59 p.m.</b> Module 4 reading
	W: 9/21	Employment	
	F: 9/23	Couples and Money	<b>Quiz 4 – due Sep 26 by 11:59 p.m.</b> Module 5 reading
	M: 9/26	Couples and Money	
	W: 9/28	Kids and Money	
F: 9/30	Kids and Money	<b>Assignment #2 – due Oct 3 by 11:59 p.m.</b> <b>Quiz 5 – due Oct 3 by 11:59 p.m.</b>	
<b>UNIT 2</b> Balancing Work, Family, and Marriage Relationships	M: 10/3	Introduction to Unit 2 Gender and Identity	Module 6 Reading, Chapter 6
	W:	Gender and Biological Sex	Chapter 6
	F:	Gender Roles	<b>Quiz 6 – due Oct 10 by 11:59 p.m.</b>
	M: 10/10	Couple Formation	Module 7 Reading, Chapter 7
	W:	Couples and Dating	Chapter 7
	F:	Couples and Mate Selection	<b>Quiz 7– due Oct 17 by 11:59 p.m.</b>
	M: 10/17	Marriage Norms	Module 8 Reading, Chapter 8 <b>Assignment #3 due today: Oct 17 by 11:59 pm</b>
	W:	Marriage and Communication	Chapter 8
	<b>TH: 10/20</b>	Marriage and conflict (Friday class schedule)	Chapter 8 <b>Quiz 8 – due Oct 24 by 11:59 p.m.</b>
	M: 10/24	Parenthood Decisions	Module 9 Reading, Chapter 9
	W:	Parenthood Choices	Chapter 9
	F:	Parenthood Responsibilities	Chapter 9 <b>Quiz 9 – due Oct 31 by 11:59 p.m.</b>
	M: 10/31	Work and Family	Module 10 Reading, Chapter 10
W: F:	Work and Family	Chapter 10 <b>Quiz 10 – due Nov 7 by 11:59 p.m.</b>	
<b>UNIT 3</b> Balancing Work,	M: 11/7 W:	Attachment and Quiet Availability	<b>Assignment #4 due today by 11:59 p.m.</b> Module 11 Reading, Chapter 11 Raising an Unhurried Child – On Canvas There is a Speed in Going Slow – On Canvas



Family, and Parenting			
	F:	Attachment and Quiet Availability	Chapter 11 <b>Quiz 11 due Nov 14 by 11:59pm</b>
	M: 11/14	Transitions to parenthood	Module 12 Reading, Chapter 12
	W:	Transitions back to work	Chapter 12 Work on assignment 5!
	F:	Helping children succeed in school when you are working	<b>Quiz 12 due Nov 21 by 11:59 p.m.</b> Work on assignment 5! (due next week)
	M: 11/21	Talking with your children and building a sense of self; childcare	Module 13 Reading, Chapter 13 <b>Assignment # 5 due today: Nov 21 by 11:59 pm</b>
	W, F:	No class: T-break	<b>No quiz until next week! *</b>
	M: 11/28	Catch-up; Play	Module 14 Reading, Chapter 14
	W:	Parenting stages and styles, how to teach children responsibility	Chapter 14
	F:	Catch up	Chapter 14 <b>*Quizzes 13 and 14 – due Dec 5 by 11:59 p.m.</b>
	M: 12/5 Last week of class!	Routines, rituals, and traditions	Module 15 Reading, Chapter 15 How to Raise a Loser – On Canvas Teaching Responsibility – On Canvas <b>Assignment #6 due today: Dec 5 by 11:59 pm</b>
	W:		Chapter 15
	F: last class!		Chapter 15 <b>Quiz 15 – Due Dec 12 by 11:59 p.m.</b>

### Canvas Communication

All messages on Canvas will be for class related information ONLY. Do not use Canvas for non-related class information including solicitations, personal communication (unrelated to the course), etc. Also note the instructors do not monitor all the messages that are posted to the entire class. The information you get from class members may or may not be correct. If you want information from the instructors, please send a message directly to them through your campus or personal email. No tolerance will be taken regarding non-class related posts to Canvas; in other words DON'T DO IT!

### Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the student code. See the USU Catalog at the following link:

<http://catalog.usu.edu/content.php?catoid=6&navoid=1080&hl=%22grievance%22&returnto=search>

### Honor Code Policy

As stated in The Student Code, “Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-enforce the higher level of conduct expected and required of all Utah State University students.” Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity. “Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

### **Special Considerations**

In cooperation with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. ***Please meet with the instructor during the first week of class to make arrangements.*** Alternative format print materials (large print, audio, CD, or braille) will be available through the Disability Resource Center.

### **Communications via email**

Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address. To make sure that the university is using the email account you prefer, do the following:

- Log in using your A number and Password
- At the USU website, click on the link "MyUSU" at the top right of the page
- Click on "Launchpad" (on the left navigation)
- Click on "Banner"
- Under "Banner" click on the link "View/Edit Personal Information"
- Click on "Personal Information"
- Click on "View/Update Preferred E-mail Address"
- Follow the short instructions to update your preferred email address

**It is your responsibility to check your email account regularly.**