

## FCHD 1010 Balancing Work and Family Spring 2017 - Online Class

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**Unit 1: January 9 – February 10**

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**Unit 2: February 13 – March 24**

**Kaelin Olsen**

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**Unit 3: March 27 – April 28**

### 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)

### 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, contact Alena Johnson; Unit 2, contact**

**Darcy Keady; and Unit 3, contact Kaelin Olsen.**

### **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.

### **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. While the assignments are applied and are not difficult, you will be expected to submit high quality work on-time. To do well on the quizzes, you must read all of the readings, study them, and know the information. You are welcome to use your notes, readings, and so forth on the quizzes but please remember that the quizzes are timed so you will need to know the information well and where to find it, if necessary.*

### **Contacting Instructors**

When contacting instructors, please make sure you contact the one that is responsible for 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 teach more than this class. 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 a five on the quiz, and acknowledge that you understand the University's policy's regarding academic integrity. If you do not wish to complete this module, you will need to withdraw from the course.

### **Plagiarism Check**

Instructors for 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 according to University policies.

## Modules

Each unit has 5 modules. When you access 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, and so forth. Quizzes may be worth varying numbers of 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 deducted for anything that is missing.
- Type your assignments using Times or similar font, 11-12 point size with 1 inch margins. All assignments **MUST** be typed.
- Points will be deducted for writing that is not college quality. Proofread all assignments.
- Assignments that are **late will be penalized 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 worth 30 points each (90 points total)

3 assignments worth 50 points each (150 points total)

15 end-of-module quizzes (quizzes are worth 150 points total)

**SO SORRY DATE: Late Assignments for each section will only be accepted until 11:59pm of the so sorry date. Please note the following important dates:**

- **Late work for Unit 1 will be accepted until February 20**
- **Late work for Unit 2 will be accepted until March 27**
- **Late work for Unit 3 will be accepted until May 2**

**After these dates late work for that section will not be accepted for any reason.**

**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 being sure to cover all of the following points.

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 #2 (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 ALL of the following questions:

- 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 your spouse would rather not, guess at his or her 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 paper should be 3-5 pages double spaced.**

**ASSIGNMENT 3: (30 PTS.)** Complete the Johnson family's story.

**The Context:**

You have been friends with Jim and Lisa Johnson for many years. They come from large families and were high school sweethearts in your home town. Since their marriage, Jim and Lisa worked full time until their son Jason was born. After three months of maternity leave, Lisa began working part-time at her job so that she could spend more time with Jason. Jim and Lisa have found excellent childcare for \$635 per month. They hope to expand their family in the future, but they haven't planned a timeline for having children, and they haven't decided how large they want their family to be.

Jim is on a plateau at work. He has a stable but unexciting position with a salary of \$60,000 per year. He works between 40 and 50 hours per week and has to commute about 45 minutes each way. Jim adores Jason and wishes he had more time to spend with him. Jim's degree and experience make him marketable in his field.

Lisa enjoys work and is highly valued at her office. Her company's CEO wishes she would return to working full-time. When Lisa changed from full-time to part-time, she lost half of her pay and all of her health and retirement benefits. Now she makes \$35,000 per year. A competing

firm has just offered Lisa an executive position in Atlanta with an annual salary of \$145,000, plus excellent health benefits and stock options. This job would require Lisa to be at work for more than 50 hours per week.

Jim and Lisa are struggling to decide what to do about Lisa's job offer. They live in a \$390,000 five-bedroom house with a \$2,800 monthly mortgage. They make enough money to pay their bills, but they feel unsettled in their current circumstances. They wonder if you have any advice for them.

### **Your Assignment:**

#### **Three Stories Depicting the Choices and Outcomes of the Johnson Family (1 page each)**

In about one page each, tell the story of three distinct paths that the Johnson family might choose to follow during the next year. The three paths should be as different from one another as you can make them. Have fun and be creative! In each story, include the following information:

- Describe the changes, if any, that the Johnson family made in lifestyle and employment.
- Describe the long-term (after 25 years) consequences of these choices.
- Provide any relevant demographic information, such as the eventual size of the Johnson family, their marital status, employment history, church activity, geographic location, major family achievements, crises, health history, and so forth.

#### **Personal Reflection (At least 1 page)**

On at least one additional page, reflect on your reaction to this assignment and what you have learned from it. Answer the following questions:

- Which of the pathways that you described most closely represents your intentions for your own life path? Why?
- How should one seek to balance work and family?
- Do you believe that *balance* is an appropriate term to use in discussions about work and family? Why? If *balance* is not the most suitable word in this context, what word might be more fitting? Why?
- How did information from this course influence your thoughts? Refer to specific examples of course material (from the textbook or lectures).

#### **Grading Criteria:**

Your grade will depend on your ability to effectively and clearly tell three possible stories for the Johnson family and provide a thoughtful reflection about the assignment.

1. **Each** story (including a description of long-term outcomes) is worth **5 points**.
2. Your personal reflection (use questions listed above) is worth **10 points**.
3. College-level writing will enhance your paper's readability. Errors in spelling and grammar, the use of colloquialisms or slang, and poor organization may be penalized. **Please revise your paper carefully**. Appearance of effort is worth **5 points**.
4. Remember, use Times New Roman or another serif font (size 11 or 12) and double-space your paper. **Tip:** Use headings to enhance your paper's organization and clarity.

**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 will interview someone with at least a ten-year history of balancing work and family. In the interview, you will need to ask the person about how he or she managed work, family, and marriage experiences. Questions for the interview can vary, but you should carefully consider what you will ask during the interview and write the questions beforehand (doing so will assist you in asking the most appropriate questions in order to complete this assignment).

Based on the information obtained during the interview, write a paper incorporating the following three areas:

1. Provide a brief description of the interview.
  - Whom did you interview?
  - How have your interviewee's work experiences and marriage/family experiences influenced each other?
  - What has your interviewee done in order to balance work and family?
    - Describe specific examples!
  - What are your interviewee's feelings regarding his or her roles in work, family, and marriage?
2. Integrate lessons that you learned during the interview with material from this course.
  - What did you learn from this interview about balancing work, marriage, and family relationships?
  - Did your interviewee's responses correspond with information that you learned during this unit of the class? If so, how? If not, what differed?
    - Cite information from the course at least three times.
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.
  - In what ways will you follow (or not follow) the example of your interviewee?
  - In what ways will you use (or not use) information from the course?

### **Grading Criteria:**

Your grade on this assignment will depend on your ability to effectively and clearly address the required elements.

1. The description of your interview is worth **15 points**.
2. Integrating lessons from the interview and material from the course is worth **20 points**.
3. The description of your future plans to balance work and family is worth **15 points**.
4. College-level writing will enhance your paper's readability. Errors in spelling and grammar, the use of colloquialisms or slang, and poor organization may be penalized. PLEASE REVISE YOUR PAPER CAREFULLY.
5. Remember, use Times New Roman or another serif font (size 11 or 12) and double-space your paper. **Tip:** Use headings to enhance your paper's organization and clarity.

**ASSIGNMENT 5: (30 PTS.) CHOICE: Parent Interview or Letter to Your Future Child/Grandchild**

**FULL INSTRUCTIONS ARE POSTED IN MODULE 11.** For this assignment you can choose if you would like to interview a parent about their relationship(s) with their child(ren) or write a letter to your future child/grandchild. There are more specific instructions about the

assignment posted in **Module 11** – if you interview a parent there is a list of questions you need to ask and ideas for synthesizing the information with the concepts covered in class. If you would like to write a letter there are instructions about the topics you need to cover. This assignment should be at least 2 full pages, double-spaced, in length (points will be deducted if this length is not met). Regardless of the assignment that you choose to complete, your paper still needs to be written with headings so your thoughts are organized and it is expected that you will make reference and cite class materials. Again, because you have a choice for this assignment full instructions are posted in Module 11.

**Basic Grading Criteria:**

Your grade for this assignment will be based on your ability to provide a college quality 2-3 page paper addressing the concepts that have been taught in class in practical ways. (30 points). Points will be distributed for this assignment as follows:

- 20 points for fully addressing and incorporating class concepts into your paper
- 5 points for spelling, grammar, and sentence structure
- 5 points for following the directions (including using headings and page length)

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

**FULL INSTRUCTIONS FOR THIS ASSIGNMENT ARE IN MODULE 15.** Create a metaphor based upon 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 your 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 stated in your paper and leave the reader with no questions. Furthermore, you should describe how this metaphor applies to you and your theory of parenting.

In addition to these requirements be sure to appropriately cite your paper. Each concept used needs a citation, so there should be at least 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 in 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). Do not include a reference page for this assignment; instead be sure that your in-text citations are clear and thorough.

**\*\*\*An example of this paper will be posted on CANVAS in Module 15 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:

10 pts for clearly explaining your metaphor

30 pts for clearly **describing the 10 different relationships between the metaphor and concepts**

5 pts spelling, grammar, and sentence structure.

5 pts for following the directions (including using headings and page length)

### **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

Unit	Week	Topic and Readings	Assignments
<b>Unit 1:</b> Work, Family, and Money Management  <b>(Note: Please contact Alena Johnson with any questions regarding Unit 1)</b>	Jan 9	Module 1, Money Management	<i>Quiz 1: Due Jan 17 by 11:59 p.m.</i> Begin Assignment #1
	Jan 17	Module 2, Debt Management	<i>Quiz 2: Due Jan 23 by 11:59 p.m.</i>
	Jan 23	Module 3, Good Health	<i>Quiz 3: Due Jan 30 by 11:59 p.m.</i>
	Jan 30	Module 4, Employment	<b>ASSIGNMENT #1 Due Jan 30 by 11:59 p.m.</b> <i>Quiz 4: Due Feb 6 by 11:59 p.m.</i>
	Feb 6	Module 5, Families and Money	<i>Quiz 5: Due Feb 13 by 11:59 p.m.</i> <b>ASSIGNMENT #2 Due Feb 13 by 11:59 p.m.</b>  <b><u>So-Sorry date for Unit 1: February 20 at 11:59 pm</u></b>
<b>Unit 2:</b> Issues in Balancing Work, Marriage, and Family Relationships  <b>(Note: Please contact Darcy Keady with any questions regarding Unit 2)</b>	Feb 13	Module 6, Gender Roles Chapter 6	<i>Quiz 6: Due Feb 20 by 11:59 p.m.</i>
	Feb 20	Module 7 Couple Relationships Chapter 7	<i>Quiz 7: Due Feb 27 by 11:59 p.m.</i> <b>Assignment #3 due Feb 27, 11:59 pm</b>
	Feb 27	Module 8, Marriage Chapter 8	<i>Quiz 8: Due Mar 13 by 11:59 p.m.</i>
	Mar 13	Module 9, Parenthood Chapter 9	<i>Quiz 9: Due Mar 20 by 11:59 p.m.</i> <b>Assignment #4 due Mar 20, 11:59pm</b>
	Mar 20	Module 10, Work and Family Chapter 10	<i>Quiz 10: Due Mar 27 by 11:59 p.m.</i>  <b><u>So-Sorry date for Unit 2: March 27 at 11:59 pm</u></b>

<b>Unit 3:</b> Balancing Work and Parenting  <b>Note: Please contact Kaelin Olsen with any questions regarding Unit 3)</b>	Mar 27	Module 11, Attachment and Quiet Availability	<b>Quiz 11: Due Apr 3 by 11:59 p.m.</b>
	Apr 3	Module 12, Transitions	<b>Quiz 12: DUE Apr 10 by 11:59 p.m.</b>  <b>ASSIGNMENT #5 DUE Apr 10 by 11:59 p.m.</b>
	Apr 10	Module 13, Children and Childcare	<b>Quiz 13: DUE Apr 17 by 11:59 p.m.</b>
	Apr 17	Module 14, Play	<b>Quiz 14: DUE Apr 24 by 11:59 p.m.</b>
	Apr 24	Module 15, Routines and Traditions	<b>Quiz 15: DUE Apr 28 11:59 p.m.</b>  <b>ASSIGNMENT #6 DUE Apr 28 by 11:59 p.m.</b>  <b><u>So-Sorry date for Unit 3: May 2 at 11:59 pm</u></b>

### Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the student code:

<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.

## **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 that 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. Posts to Canvas that are not related to the class will not be tolerated.

## **Campus Email Policy**

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.**