UCONN
UNIVERSITY OF CONNECTICUT

Syllabus – Fall Semester 2017

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: HDFS 3342 Family Resource Management
Credits: 3
Format: Online
Prerequisites: None
Professor: Shannon E. Weaver, Ph.D.
Email: Shannon.weaver@uconn.edu (after course begins, please use email on HuskyCT to contact me)
Telephone: (860) 486-4684

As this course is online, the best means by which to contact me is by email (either UConn address or HuskyCT).

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

Required Materials:
Family Resource Management (2nd edition) by T. Moore and S. Asay. Sage, 2013, Thousand Oaks, CA.

All other required readings can be found on the HuskyCT page for the course.

The instructor of this course is Dr. Shannon E. Weaver, Associate Professor of Human Development and Family Studies at the University of Connecticut. This online course was originally developed by Dr. Edna McBreen and some materials created by her have been revised for inclusion in the current class offering. All other content, images, charts, tables, and figures are either created by the instructor (Dr. Weaver) or source is noted with a citation.

Course Description

This course will provide you as students with an understanding of the decision-making process of families concerning the utilization of financial, personal, environmental, and social resources. In particular, the class will focus on how families develop, exchange, and allocate resources throughout the lifespan with the expectation that the most effective resource management decisions are made from positions of knowledge and understanding.

However, this is not your typical "finance class." The processes by which families manage their resources are complex and often influenced by many factors including, but not limited to, relationships with current and past family members; the political, economic, and social environment; and patterns of interaction within and between family members and others outside the family.

Course Objectives

After completing this course you will be able to:
- Demonstrate a basic understanding of relevant research and theory in family resource management.
- Comprehend the relationships between family/household characteristics and dynamics and the management of resources.
- Explain the linkages among needs, values, attitudes, and behaviors and the choices made by families.
- Describe the resources developed/attained/available to families as well as analyze the effectiveness of their management.
- Examine the processes and considerations inherent in decision-making of individuals and families regarding the management of resources.

- Identify the elements of effective implementation and evaluation of decisions by families.
- Apply course information to examining real life situations of families as well as evaluate outcomes of resource management on individual and familial well-being.

As this is an online course, all instruction and assessment will occur on the HuskyCT site. I have organized course material into 12 modules, each of these will last approximately 1 week. Each module has been designed to facilitate and encourage critical thinking of topics and issues related to family resource management across the lifespan. Given the amount of information we have to cover in a short period of time, we will be moving quickly through the material. Therefore I recommend that you schedule specific times each week to work on this course. As this topic is also best understood by applying it to real life situations, a significant portion of your work in this class will involve using what you have learned to analyze family processes - your own and that of a focus family.

Course Content Outline

Module	Open Date	Close Date	Text Reading
Course Orientation	Aug 28	Sept 1	Preface
Using Google - Tutorial and Practice	Aug 30	Sept 1	
Theme - The Study of Family Resource Management			
Module 1 - Focus on "Family"	Sept 4	Sept 8	Ch. 2
Module 2 - What is Family Resource Management	Sept 11	Sept 15	Ch. 1 & 3
Theme - Understanding Family Needs			
Module 3 - Family Needs vs Wants	Sept 18	Sept 22	Ch. 4
Module 4 - Influence of Values and Attitudes	Sept 26	Sept 29	Ch. 5
Theme - Family Resources			
Module 5 - Resources: Availability, Identification, and Use	Oct 2	Oct 6	Ch. 6
Module 6 - Economic Environment	Oct 9	Oct 13	Ch. 7
Module 7 - influence of Social and Political Context	Oct 16	Oct 20	Ch. 8
Theme - Choices Families and Individuals Make			
Module 8 - Planning for the Future	Oct 23	Oct 27	Ch. 9
Module 9 - Communication, Conflict, and Power in Family Decision Making	Oct 30	Nov 3	Ch. 10
Module 10 - Leadership and Group Dynamics in Family Decision Making	Nov 6	Nov 10	Ch. 11
Theme - Implementation and Evaluation of Resource Management by Families			
Module 11 - Implementing Decisions	Nov 13	Nov 17	Ch. 12 & 14
Thanksgiving Break - No Modules	*Nov 20*	*Nov 24*	
Module 12 - Evaluation: Effectiveness and Well-being	Nov 27	Dec 1	Ch. 13
Review Week	Dec 4	Dec 8	
Final Portfolio	Due Dec 8		
Final Exam	TBA		

Modules will become available at 12:01 am on the day they open. Unless otherwise stated, Application Activities and Quizzes are due by 11:59pm on the close date for that Module (Fridays); Case Studies are due by 11:59pm two days later (Sunday).

Graded Requirements
1. *Application Activities*
The best way to understand course content is by applying it to real life settings – both our own experiences and those of others we observe around us. Therefore for each Module there will be an application activity where you will apply information from the course to examine or explain contemporary topics or issues. These will consist of either discussion postings or a journal entry and are only available for a limited time. Each Activity is worth 10 points. Twelve of these will be completed, but only ten will count in your final grade. **The lowest two scores will be dropped; therefore there will be no make-up activities if you miss one or fail to complete it by the time it is due.**

2. *Quizzes*
At the end of each module is a self-guided study guide. After you have completed this, you will take a short quiz covering the material from the module. Quizzes may consist of multiple choice, open-ended, matching or short answer questions. Each quiz is worth 10 points. As with Activities, twelve will be collected but only ten will be counted in the final grade as the lowest two scores will be dropped. **As you can miss two quizzes without penalty, there are no make-up quizzes if you fail to complete it by the due date regardless of the reason.**

3. *Case Studies and Portfolio*
For these you will be expected to apply course content, theories, and research, as well as additional information you locate, to develop a family financial resource management plan and budget. You and two partners will be assigned one of four hypothetical case families and will develop a management plan for that family based on real data and a specific community. The case study management plan will consist of ten case studies based on the content in specific modules and the text. At the end of the semester, you and your partners will submit a combination of these materials into an electronic portfolio for the case family. **Please note: This assignment will be completed with a classmate, the three of you will submit one case study each week and one portfolio at the end of the semester. This is the only part of the course that you can work with someone else; all other graded work will be completed individually (meaning you should complete it by yourself with no assistance from others).**

4. *Final Exam*
A final exam worth 50 points will be given during Finals Week. This exam will be available to you for a 2 hour period on the day that will be announced by the Registrar later this semester. This exam may consist of multiple choice, matching, fill-in, short answer or brief essay questions. ***During the 2 hours the exam is available, all other course materials will be blocked from view.***

IMPORTANT: This course requires you to use the online service ProctorU for the real time proctoring of the final. To use ProctorU, you must meet certain technical, software, location, and identity verification requirements.
It is critical that you review these requirements and fully test the computer on which you will take your exam no later than the second week of the course. Please complete the following:
• Follow the steps at ProctorU's Get Started web page (https://www.proctoru.com/portal/uconn/gettingstarted)
• Review the ProctorU FAQ's (http://www.proctoru.com/faq.php).
• Sign up for your exam time slot at least 72 hours (3 days) prior to your exam's scheduled time or you will be charged a late fee. The University of Connecticut will not pay for student late fees incurred as a result of your failure to meet this deadline."

Due Dates and Late Policy
All course due dates are identified in the (choose appropriate location). Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

It is anticipated that during the semester you may experience a personal emergency, illness, observance of a religious holiday, scheduling conflict, etc., so I suggest that you plan accordingly and save your dropped activities/ quizzes for one of the above situations. If an unforeseen situation will force you to miss multiple assignments, it is your responsibility to contact me immediately. Circumstances can be better handled early in the school year or as they occur, rather than at the end of the semester. If you will be missing an assignment due to an official university obligation (athletic event, serving as a university representative, band, etc.), you must provide me with official documentation of the event prior to the date. You will also need to complete any missed work within one week of returning home.

Grading
Final grades in the class are determined by the following point total:

Course Components	Weight
Application Activities (10 @ 10 points)	100 points
Quizzes (10 @ 10 points)	100 points
Case Studies and Portfolio	100 points
Final Exam	50 points
Point total	**350 points**

Final Points and Grading System

Point Total	Letter Grade	GPA
325 – 350	A	4.0
315 - 324	A-	3.7
305 – 314	B+	3.3
290 – 304	B	3.0
280 – 289	B-	2.7
270 – 279	C+	2.3
255 – 269	C	2.0
245 – 254	C-	1.7
235 – 244	D+	1.3
220 – 234	D	1.0
210 – 219	D-	0.7
<209	F	0.0

Final grades are not curved.

Feedback and Grades
Unless otherwise announced on HuskyCT, I will make every effort to provide feedback and grades for quizzes and activities within one week of their due date. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

Expectations of Students
As this is an online course, you are expected to:
- Complete all modules by the end date. You are to participate in class discussions, write journal entries, complete quizzes, compose case studies, and read/view assigned readings and online materials by the days that they are due.
- Be respectful of the attitudes and opinions of others expressed on discussion postings. While I expect you to comment upon the postings of others and many times express a contradictory point of view, you are to do so in a professional way. There will be no flaming, insults, or derogatory comments.
- Maintain confidentiality of any information disclosed by a classmate. Because we may be discussing personal and family experiences in this course, what is expressed in this class remains in this class and should not be discussed with anyone outside the course.
- Feel free to email me to ask questions or discuss concerns. Your feedback during the semester helps us to improve our learning experience in this course. I am here to facilitate your learning and the more I know about your needs as a learner, the better I am able to meet them.

- Follow guidelines specified in the Statement on the Climate for Teaching and Learning and the Student Code (see below).

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code
You are responsible for acting in accordance with the University of Connecticut's Student Code. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Scholarly Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- University of Connecticut Libraries' Student Instruction (citing and writing resources)

Academic Integrity
Any activity that violates academic integrity (e.g., cheating or student academic misconduct) will not be tolerated. These are defined in Responsibilities of Community Life: The Student Code (Appendix A) as:

> Academic misconduct is dishonest or unethical behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).

Steps taken to address the situation will follow those specified in Responsibilities of Community Life: The Student Code (general procedures in Part IV and Appendix A).

Copyright
Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication
At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course
If you should decide to add or drop a course, there are official procedures to follow:
- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the: Undergraduate Catalog

Academic Calendar
The University's Academic Calendar contains important semester dates.

Academic Support Resources
Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities
Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for

accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from http://www.blackboard.com/platforms/learn/resources/accessibility.aspx)

Policy against Discrimination, Harassment and Inappropriate Romantic Relationships
The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the [Policy against Discrimination, Harassment and Inappropriate Romantic Relationships](#) for more information.

Sexual Assault Reporting Policy
To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](#) for more information.

Software Requirements and Technical Help

- Word processing software
- [Adobe Acrobat Reader](#)
- Internet access

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center.](#) Students also have [24x7 Course Support](#) including access to live chat, phone and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:
- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Use Google Drive, Google Docs, and Google Sheets to create, revise, and share assignments.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).
Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Please note: by continuing to be enrolled in this course you agree to follow any and all guidelines and policies outlined in this syllabus, the Student Code, and the Statement on the Climate for Teaching and Learning.