



## Master Course Syllabus

---

**Semester:** Spring

**Year:** 2025

**Course Prefix:** FAMS

**Course and Section #:** 4660 x01

**Course Title:** Family Resource Management

**Credits:** 3

---

### ***Course Description***

Introduces students to the fundamentals of family resource management. Focuses on the 5-Step Decision Making Model and norms, roles, values, and traditions of resource management in family systems. Applies knowledge and theories to the study of how families manage their resources for both survival and fulfillment. Explores multiple perspectives including historical, cultural, and personal influences, and contemporary challenges of resource management.

---

### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

---

### ***Instructor Information***

**Instructor Name:** Dr. Christie Knight

---

### ***Student Learning Outcomes***

1. Explain the multiplicity of resources families need, acquire, and manage.
2. Identify the reciprocal relationship between individual, family, and community choices and resources.
3. Analyze and apply effective family decision-making processes.
4. Explain the impact of values and goals in the decision-making process.
5. Apply basic management tools and principles in a variety of family contexts.

6. Identify and apply the life-span development perspective for resource management and retirement planning.

---

### ***Course Materials and Texts***

*Click here to enter text.* Moore & Asay (2021). Family Resource Management (4th ed.). Sage.

---

### ***Course Requirements***

#### **Course Assignments, Assessments, and Grading Policy**

*Click here to enter text.* **Class Discussion and Engagement- ORIGINAL POST ARE DUE ON WEDNESDAY & ALL RESPONSES ARE DUE BY SUNDAY**

Each week, I will post a discussion question for you to ponder and answer (minimum of 50 words. You must meet this word requirement to receive total points.). You will be placed in a discussion group with other students. These discussions and your engagement are central to the class experience. As such, I will require that you respond to at least 3 other students in your group. The questions posed for each discussion will explore course content through experiential learning and applications. Students will earn 5 points per week for their participation and engagement. (2 points for your initial post and 1 point for each comment.)

There will likely be times when your classmates fail to make an initial post. If so, I will not hold you response for times when there are insufficient posts to respond to.

**Possible: 5 points per class (x 15 weeks of class)**

**Total: 75 points (18.75% of grade)**

#### **Quizzes - ALL QUIZZES ARE DUE ON SUNDAY**

Starting in week 2, you will take a weekly quiz comprised of 20 multiple-choice and true/false questions each. These quizzes assess factual, conceptual, and applied knowledge. The best way to prepare for the quiz is to do the readings, take good notes, participate in discussions, and complete all assignments. Quizzes are completed via Canvas by the due dates listed in Canvas. The quizzes are timed, 40 minutes each, with one attempt only. Once you begin the quiz, you must complete it (backtracking is not permitted). Quiz answers will be available only after the quiz has closed. You are encouraged to take your quiz immediately, to allow for unforeseen difficulties. If you face any technical difficulties, please email UVU IT at [helpdesk@uvu.edu](mailto:helpdesk@uvu.edu) or [canvas\\_support@uvu.edu](mailto:canvas_support@uvu.edu) immediately (and cc me). Remember that emails sent to IT after working hours will likely be answered the next working day.

**Possible: 10 points per quiz (x 12 quizzes) (You will be allowed to drop your two lowest quiz grades)**

**Total: 120 points (30% of grade)**

#### **Personal Finance and Resource Management Assignments-**

There will be five assignments throughout the semester that will allow you to consider, reflect upon, and analyze your thoughts on and experiences with finances and resource management. You will also have the opportunity to think about and plan for your own potential future family needs and resources. The assignments will require you to learn specific content through readings and videos, complete an activity related to that content, and submit a brief (1-2 page) written response. All assignment requirements and expectations will be posted on Canvas within the first few weeks of class.

**Possible: 10 points per assignment (x 5 assignments)**

**Total: 50 points (12.5% of grade)}**

### **Family Budget Case Study - Weekly Assignments- DUE BY SUNDAY AT 11:59**

Over the course of the semester, you will be working on a case family simulation. Weekly assignments will require you to apply what you learn in class to real-world examples and scenarios. This project provides realistic work experience, allowing you to practice applying the knowledge and skills you have learned without impacting real families (practicing without any potential harm). You will be provided with a hypothetical family description, which you will refer to each time you complete a case assignment. Each case assignment assists you in building a monthly budget sheet that the case family can follow to meet their financial family goals. The complete monthly budget sheet and answers to reflection questions will be the final project you submit at the end of the semester. All assignment requirements and expectations will be posted on Canvas within the first few weeks of class.

**Possible: 10 points per weekly submission (x 13 weeks), and 25 points for the final submission**

**Total: 155 points (38.75% of grade)**

### **Extra Credit Opportunity**

Students can receive 4 points of extra credit (1% of total grade) for completing the Student Rating of Instructor (SRI) at the end of the semester. Once the evaluation has been completed, print or take a screen shot of the confirmation page (including confirmation number) and upload it to the assignment page in Canvas. Do not upload a copy of your evaluation responses, because they are confidential and anonymous.

Grading Policy:

### **Overall Grades**

Grades for this class will be based on an average of the total points earned from work from the following assignments:

### **Assignment Group Value**

Class Discussion and Engagement **18.75%**

Quizzes **30%**

Personal Finance Assignments **12.5%**

Family Budget Case Study Project **38.75%**

SRI - Extra Credit **1%**

**Total 101%**

## Grading Scale:

UVU's standard grading scale will be used in this class:

### Grading Scale

Grade	Percent	Grade	Percent	Grade
A	94-100	B-	80-82	D+
A-	90-93	C+	77-79	D
B+	87-89	C	73-76	D-
B	83-86	C-	70-72	E

---

### Required or Recommended Reading Assignments

FRM Chapter 1: The Complexity of Managing Family Resources

FRM Chapter 2: Understanding Families and How Resources are Managed

FRM Chapter 4: Categorization of Needs

FRM Chapter 5: Values, Attitudes, and Behaviors: Understanding Family Choices

FRM Chapter 6: Identification of Family Resources

FRM Chapter 7: Families within the Economic Environment

FRM Chapter 8: The Impact of Society on Family Decisions

FRM Chapter 9: Managing the Future

FRM Chapter 10: Communication Within the Decision-Making Process

FRM Chapter 11: The Individual Within Family-Decision Making

FRM Chapter 12: Making It Happen

---

### General Description of the Subject Matter of Each Lecture or Discussion

- Module 1: Introduction
- Module 1: Class Introduction
- Module 2: Defining the Family and Family Functions
- Module 3: Understanding families and how resources are managed
- Module 4: Family's needs, budgets, and savings
- Module 5: Understanding family choices: Values, attitudes, and behaviors
- Module 6: Identification of family resources
- Modules 7: Individual and family finances and planning: Credit
- Module 8: Basic Economic Principles
- Module 9 Social Policy and Family Decisions

- Modules 10: Managing the Future
  - Module 11: Smart goals
  - Module 12: Family Communication
  - Module 13: The individual within family-decision making
  - Module 14: Implementing the family plan
  - Module 15: Resources for the future: Insurance, investing, retirement planning
  - Module 16: Wrapping things up
- 

### ***Required Course Syllabus Statements***

#### **Generative AI**

I acknowledge that AI programs can be one of the many tools students utilize to facilitate learning, but they may also be used to generate plagiarized responses to assignments. I expect that all work students submit for this course will be their own. You may use AI programs (such as ChatGPT) to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic (such as being plagiarized from innumerable sources). Use of AI programs may also stifle your own independent and critical thinking skills and creativity. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with according to academic integrity policies discussed below.

---

#### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

---

### ***Required University Syllabus Statements***

#### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

---

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112

---

## **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: Student Code of Conduct.

---

## **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

---

## **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as

---

participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.