

**George Mason University**  
**College of Education and Human Development**  
**College of Humanities and Social Sciences**  
**Human Development and Family Science**

HDFS 250.DL1 - Family Financial Literacy and Resource Management  
3 Credits, Fall 2020  
Online

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Introduces personal and family financial planning and resource management throughout the lifespan. Integrates theories of family finance and resource management using a multidisciplinary approach. Emphasizes role of contextual factors in contemporary families' financial lives. Explores impact of gender, socioeconomic status, race, ethnicity, and culture on family finance and resource management.

**Course Overview**

Not Applicable.

**Course Delivery Method**

This course will be delivered online via the Blackboard Learning Management system (BB) using an asynchronous format. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by the first day of class.

**Technical Requirements**

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with BB).
- Students must maintain consistent and reliable access to their GMU email and BB as these are the official methods of communication for this course.

**Expectations**

**Course Week:**

- Course Module: Class weeks will start on dates specified in the score schedule.
- Log-in Frequency:

- Students must actively check the course on Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 5 times per week.
- A weekly announcement will be made available every Monday by 12pm. **You are expected to check this announcement every Monday.** This announcement will update you on what is due for the week and any changes or updates.
  - **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
  - **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
  - **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.** Please contact IT support for technical issues.
  - **Workload:** Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
  - **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. You can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
  - **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
  - **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services. Please email me your letter for accommodations by the end of the first week of classes.

## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

Develop knowledge and skills about family financial decisions and resource management

1. Understand at an introductory level theory, research, practices and policies relevant to family finance and resource management
2. Understand current information in planning financial security for an individual or family throughout the life cycle
3. Engage in personal growth and development that will enhance students' personal and family literacy and resource management

## **Professional Standards** (National Council on Family Relations)

Upon completion of this course, students will have met the following professional standards: This course is aligned with the standards established by the National Council on Family Relations, focusing specifically on the “Family Resource Management” content area, to include “An understanding of the decisions individuals and families make about developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space, to meet their goals”.

## **Required Texts**

(Available online from Amazon, Barnes & Noble, Chegg, and Apple Books)

*Morduch, J. & Schneider, R. (2017). The Financial Diaries: How American families cope in a world of uncertainty.*

## **Course Performance Evaluation**

Students are expected to submit all assignments on time on Blackboard. **Assignments will not be graded if submitted through email.**

- **Assignments/Quiz/Discussions**

This course will utilize discussions posts, quizzes, and papers. All items are due **Sunday night by 11:59pm. Late work will not be accepted**. All relevant course material will be available the current week’s folder. It is critical for students to review all content in a timely manner. It is imperative that you are active on Blackboard, review the material, and prepare for class accordingly.

I. Discussion Posts on BB (5 points each)

Participate in class by addressing the discussion posts on BB. To earn full credit, you must answer each question posted on the discussion and respond to a classmate’s post (2 posts total). Posts should include references to readings and other sources. Full and thoughtful responses are the. Scant or thoughtless responses will not receive full credit. Please check comments to understand the expectations for the responses. Full engagement in class discussions is indicated through multiple posts. Original Posts should be at around 250 words and classmate’s post should be around 150 words. Responses to classmates should further dialogue (learn more about your classmates and their thoughts/background/etc). Posts including phrases such as, “Great Job” would not be appropriate for class discussions.

II. Quiz (5 points each)

Quizzes are accessed on Blackboard under Assessments. You are required to complete the quiz during the 1-week window. All quizzes will be timed, meaning that once you begin the quiz you will have a set amount of time (typically 30 minutes) in which to complete the quiz. Therefore, it is imperative that once you begin the quiz you have enough time to finish it in one sitting. You will not be able to re-enter the quiz once you have completed it. If you run into difficulties while taking the quiz, contact me immediately with screen shots of your technical issues.

### III. Genogram Project (25 points)

You are required to complete a financial genogram project. There are two parts of the assignment (1) Financial Genogram (2) Reflection Paper (see project description). If you have any questions, please ask in advanced. Questions sent on the weekend may not be answered in time.

### IV. Exam (50)

This is a cumulative exam that will encompass the material covered from the 2<sup>nd</sup> week of class. Questions will include multiple choice, multiple answer, and true/false.

- **Other Requirements**

#### **Participation**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in online learning experiences as is evidenced by participating in all activities and completing written work related to the activities
- Students show evidence of critical reflective thinking through online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

#### **Written Assignments**

All formal written assignments will be evaluated for content and presentation. **The American Psychological Association, Sixth Edition (APA) style will be followed for all written work.** All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.

3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.
6. Cover page and header/footer are unnecessary

## **Course Performance Evaluation Weighting**

<b>Item</b>	<b>Due Dates</b>	<b>Points</b>	<b>Weight</b>
Discussions (11)	ONGOING	55	50
QUIZZES (4)	WEEKS: 9, 10, 12, 13	20	15
GENOGRAM PROJECT	WEEK: 4	25	15
FINAL EXAM	WEEK 16	50	20
<b>TOTAL</b>	-	<b>150</b>	<b>100</b>

- **Grading**

97-100	A+	87-89	B+	77-79	C+	60-69	D	Below 60	F
93-96	A	83-86	B	73-76	C				
90-92	A-	80-82	B-	70-72	C-				

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

See <https://cehd.gmu.edu/students/policies-procedures/>.

### **Class Schedule**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. It is the student's responsibility to make himself or herself aware of any changes to this outline.

<b>Week</b>	<b>Topic</b>	<b>Reading/Assignment</b>
Week 1 <b>Aug 24</b>	Welcome	<b>REVIEW SYLLABUS DISCUSSION INTRO VIDEO</b>
<b>MODULE 1: PERSONAL FINANCIAL THEORIES &amp; SCALES</b>		
Week 2 <b>Sept 31</b>	Financial Socialization	<b>READING: GUDMUNSON &amp; DANES POST &amp; RESPONSE</b>
Week 3 <b>Sept 7</b>	Money Scripts	<b>READING: KLONTZ READINGS POST &amp; RESPONSE</b>
Week 4 <b>Sept 14</b>	Life Cycle Hypothesis	<b>READING: MODIGLIANI &amp; BRUMBERG MONEY GENOGRAM ASSIGNMENT</b>
<b>MODULE 2: RACE, WEALTH &amp;, MONEY</b>		
Week 5 <b>Sept 21</b>	Structural Racism & Wealth Divide	<b>BB FOLDER CONTENTS POST &amp; RESPONSE</b>
Week 6 <b>Sept 28</b>	Financial Diaries	<b>READINGS: INTRO AND CHAPTER 1 POST &amp; RESPONSE</b>
Week 7 <b>Oct 5</b>	Worlds of Uncertainty	<b>READINGS: CHAPTER 2 &amp; 3 POST &amp; RESPONSE</b>
Week 8 <b>Oct 12</b>	How Families Cope	<b>READINGS: CHAPTER 4 WATCH: <a href="#">SPENT</a> POST &amp; RESPONSE</b>
Week 9 <b>Oct 19</b>	How Families Cope & Predatory Loans	<b>READINGS: CHAPTER 5 QUIZ</b>
Week 10 <b>Oct 26</b>	How Families Cope And Credit	<b>READINGS: CHAPTER 6 BB FOLDER CONTENTS QUIZ</b>
Week 11 <b>Nov 2</b>	New Ways of Seeing	<b>READINGS: CHAPTER 7 AND 8 POST &amp; RESPONSE</b>
<b>MODULE 3: FINANCIAL TOOLS AND RESOURCES</b>		
Week 12 <b>Nov 9</b>	Tools For your Financial Journey	<b>BB FOLDER CONTENTS QUIZ</b>
Week 13 <b>Nov 16</b>	Government Resources and The Great Recession	<b>BB FOLDER CONTENTS WATCH: <a href="#">2008 FINANCIAL CRISIS</a> QUIZ</b>

Week 14 <b>Nov 22</b>	Thanksgiving	<b>ENJOY THE BREAK</b>
Week 15 <b>Nov 30</b>	Last Week of Classes (12/5) Professional Resources	<b>BB FOLDER CONTENTS POST &amp; RESPONSE</b>
Week 16 <b>Dec 7</b>	Exam Week	<b>FINAL EXAM (CUMULATIVE)</b>

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://oai.gmu.edu/mason-honor-code/full-honor-code-document/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### Campus Resources

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.
- Questions or concerns regarding use of Blackboard, see <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

### Notice of Mandatory Reporting of Sexual Assault, Interpersonal Violence, and Stalking

As a faculty member, I am designated as a “Responsible Employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per

University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychology Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730 or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>. For the College of Humanities and Social Sciences, please visit the website <https://chss.gmu.edu/>.**