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FIN 228.01: Personal Financial Planning and Investment

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Final grade will be based on the percentage of points earned out of the 380 possible. 90 percent and above "A", 80% up to but not including 90% is a "B", 70% up to but not including 80% is a "C", 65% up to but not including 70% is a "D", and less than 65% is an "F".

Quizzes:

The primary determinant of your grade is your combined score from 10 of the 12 quizzes given over the course of the semester. There will not be a quiz during the first week of class. Quizzes will consist of multiple choice questions. The lowest two scores will be thrown out. This provides you with an opportunity to miss two quizzes for one reason or another.

Since two quiz scores are dropped there are no make-up quizzes given. However if you have a legitimate *prearranged* excuse, then a quiz may be taken early once you have used up your two missed quizzes. Finally the last quiz on May 10, must be taken – it will not be dropped.

Quizzes will typically be given on Mondays covering the material discussed the previous week.

There is no final exam!

Suggested Problems:

The syllabus contains suggested problems for each chapter in the book. These problems are provided to so that you can try solving some real life financial problems. The problems will not be collected, however answers will be provided on the web so that you can check your work against the suggested solution.

Projects:

Three projects will be assigned during the semester. They are worth 60 points each. Answers must be well organized. I reserve the right to reject any assignments that are disorganized or sloppy. Staple or bind loose pages (Do not fold or tear corners).

One of the most important skills you can gain is the ability to write accurate and well-organized reports or responses. In business, sloppiness will not be tolerated. I will deduct up to 25% for disorganized and sloppy responses.

Assignments are due in class. Any assignment not turned into me in the appropriate class period will be penalized 20% and 10% for each additional day it is late. Assignments more than 2 days late will not be accepted!!

Any assignments turned in under my door, (unless received by me before 12 noon) will be counted as late.

Classroom Philosophy:

My Role: My role will be to act as a facilitator. I will provide opportunity, structure and direction to facilitate your learning of fundamental concepts centered on the concepts of personal finance and investment.

Your Role: Your role is to engage in active learning. You will learn and apply important financial concepts while you gain experience. Your success in this class, as in life, will depend on both your effort and performance.

Miscellaneous: I hope that you will find this class fun and enlightening. There are several tips that I can offer to not only help you pass this course but to learn something along the way. **First, come to class---** there is a very strong relationship between attendance and grades. **Second,** read the chapters. **Third,** it is impossible to make sure every individual understands each concept. If you are struggling with a concept, please come see me outside of class. Please, **do not wait** to see me until just before, or worse, just after an quiz. At this point it is too late to do much if any good. Finally there are no dumb questions, so feel free to ask for clarification. I maintain an open door policy and am willing to meet with you nearly anytime that I do not already have a commitment.

A Final Thought:

Over 2400 years ago Confucius said:

What I **hear**, I forget.

What I **see**, I remember.

What I **do**, I understand.

A wise and humble professor of mine at FSU modified Confucius' statement to be more relevant in today's classroom environment:

What I **hear**, I forget.

What I **hear and see**, I remember a little.

When I **hear, see, and ask questions about or discuss** with someone else, I begin to understand.

When I **hear, see, discuss, and do**, I acquire knowledge and skill.

When I **teach to another** I master.

Our goal is to learn. Let us all remain cognizant of how the process really works.

The faculty and staff of the School of Business Administration at The University of Montana-Missoula are committed to excellence in innovative experiential learning and professional growth through research and service.