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FIN 429.02: Financial Management I

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**The University of Montana
School of Business Administration
Department of Accounting and Finance**

(updated September 5, 2001)

Course: Fin 429: Financial Management I

Professor: Bruce A. Costa, Ph.D.

Semester: Fall 2001

Section: 01: Tu Th 9:40-11:00 GBB L04

 02: Tu Th 11:10-12:30 GBB L09

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Office Hrs: Tu Th 9:00 to 9:30 and
 12:45 to 1:45, other times available by
 appointment.

Web page: www.business.umt.edu/faculty/Costa/defaultnew.asp

Teaching Assistant: Anne Blair

Office: GBB 348

Phone: 243-5881

Office hours: 1 – 2 PM MW

Email: meester@selway.umt.edu

Text Books:

E.F. Brigham, and L.C. Gapenski, P.R. Daves, Intermediate Financial Management, 6th Edition, Dryden 1998. (Required)

Wall Street Journal & BusinessWeek (Both are strongly recommended and highly encouraged)

Course Objective:

This course is the first part of a two part senior level course in Financial Management. This course examines theory and techniques of Corporate Financial Management. In this first course we will concentrate on Financial Analysis, Long and Short Term Financial Planning, and Capital Budgeting. This course is heavily case and technology oriented. Students will be required to develop spreadsheet models and use these spreadsheet models in analyzing several cases and assigned problems.

There are two parts to solving almost any financial management problem. First is the analysis. By developing comfort with spreadsheet modeling, students will be able to analyze data more efficiently and effectively. Second, and more important, are the

interpretation, conclusions and recommendations that come from our analysis. By increasing proficiency in analyzing data, students will be able to spend more time developing their conclusions and recommendations

Exams, Spreadsheets, and Cases:

Exams (3)	50%	(Best exam is 20%; other 2 are each 15%.)
Spreadsheet Assignments (4)	24%	(Each worth 6%)
Cases (2)	26%	(Each worth 13%)

Exams

Exam format will consist of multiple choice, short-answer questions and problems. Exam questions will be closely related to assigned problems, case work and spread sheet assignments.

Spreadsheet problems:

There will be 4 spreadsheet homework assignments. Each spreadsheet problem will be an individual assignment. You are encouraged to work together to solve the problems. These problems will require you to develop models to analyze different financial problems.

Cases:

We will complete 2 case studies during the semester. Each case will involve several questions. Cases are individual assignments, however like the spreadsheet problems you may work together to complete the assignment. All work turned in must be your own.

Assigned Problems

These are questions and problems from the text that I think you should be able to complete for test purposes. These problems will not be collected but answers will be made available.

Collected Assignments:

All answers must be typed!!! Handwritten responses will not be accepted. 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 (YOUR SECTION). 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 Section 1 meets, 9:40 AM) 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 financial management. I will also provide you opportunities to begin developing skills and experience useful to a teamwork approach utilized in many of today's corporations.

Your Role: Your role is to engage in active learning, both individually and in teams. You will learn and apply important financial concepts while you gain experience working collaboratively with others in a team environment. Your success in this class, as in life, will depend on both your effort and performance.

Miscellaneous: Students frequently regard this course and finance courses in general as some of the most difficult ones in the business curriculum. 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 and prepare answers to the assigned problems **before** coming to class. **Third,** it is impossible to make sure every individual understands each concept. If you or your group is struggling with a concept, please come see me outside of class. Please, **do not wait** to see until just before, or worse, just after an exam. 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.**

The following course schedule is an outline that we will follow throughout the semester. It is subject to change and you should not assume that it is written in stone!