

Lakes Region Community College

379 Belmont Road
Laconia, NH 03246
(603) 524-3207

COURSE OUTLINE/SYLLABUS SHEET

COURSE NO: FIN 180L

COURSE TITLE: Personal Financial Management

CREDIT HOURS: 3

SEMESTER: Spring 2020 / ONLINE – Monday → Sunday

INSTRUCTOR NAME: Scott Maltzie, Ph.D.

E-MAIL/PHONE: smaltzie@ccsnh.edu (603) 366-5237
(603) 738-0953 (Cell - Emergencies only)

Note: I do not respond to communication between 9:00pm and 7:00am or on Sundays

OFFICE LOCATION: Turner 253A
Mezzanine Level (open level just above café between floors 1 and 2)

CONFERENCE HOURS: Monday 3:00 – 4:45
Tuesday 12:00 – 12:45/3:45 – 4:30
Wednesday 10:30 – 12:45
Other times by appointment

PREREQUISITES: None

COURSE DESCRIPTION: This course studies the fundamental financial planning procedures and controls for personal finances to include managing assets, credit, insurance needs, budgets, retirement, and estate planning. Students will also be introduced to the concepts of investment as part of the planning procedures, as well as career planning.

TEXT/INSTRUCTIONAL MATERIALS AND EQUIPMENT NEEDED:

- *Personal Finance, Seigel & Yacht. Saylor Foundation, 2009.*
OER Textbook: <https://open.umn.edu/opentextbooks/textbooks/personal-finance>
- *Total Money Makeover. Ramsey. Harper Collins Publishing. 2013.*
- A laptop for use in class projects is recommended but not required.

TEACHING METHOD: This course is directed independent study in an online environment. It takes a lot more discipline than an in-person class. You are responsible for scheduling your study time and sticking to it regularly. This includes your reading, activities, and exams. The text for this course is an eTextbook. Each of your modules consists of reading materials, learning activities, videos, and websites. Your interactions with other students via the discussion board is an important aspect of this course.

GRADING SCALE:

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

INCOMPLETE GRADES: As a general rule, all coursework must be completed by the end of the semester in which the course is offered. An incomplete grade may be granted to a student, at the discretion of the faculty member, as an accommodation due to unforeseen and extraordinary circumstances when a student has completed and passed a majority of the work required for a course but, for reasons beyond the student's control, cannot complete the entire course.

LATE POLICY:

- Due dates for assignments are listed in the attached class schedule and will be announced in class and/or posted on Canvas.
- Assignments are due on the due date at the time specified. Work submitted beyond the due date (this includes exams, projects, homework, etc.) will be subject to the following point deductions:
 - Late assignments submitted within one week after the due date will receive a 20% deduction.
 - Late assignments submitted more than one week and less than 2 weeks late will receive a 40% deduction.
 - Assignments submitted more than two weeks late or after the final date of the course **will not be accepted.**

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

GRADING:

Weekly Assignments	15%
Weekly Reflection	10%
Exams	15% each
Investment Project	10%
Total Money Makeover Paper	10%
Final Project	10%

No Extra Credit or Retakes are allowed.

- **Weekly Assignments – 15%** – Weekly assignments related to the course material.
- **Weekly Reflection - 10%** – Students will write weekly reflections on the course readings and classroom activities and topics.
- **Exams – 15% each** – Three essay exams.
- **Investment Project – 10%** – In this Learning Experience, students investigate and "invest" in the stock market, using technology as a tool for creating portfolios.
- **Total Money Makeover Paper – 10%** – A 5-7-page paper on the three aspects of the Total Money book.
- **Final Project – 10%** – A financial plan paper based on the “Life In...” simulation.

Note: Unless otherwise indicated all assignments must be typed AND checked for spelling and grammar. Points will be deducted from your grade for typos, spelling, and grammatical errors and overall sloppy work.

FAIR GRADING:

Fair and equitable grading reflects values that I am committed to. Grades are used to assess the relative extent to which students achieve the course objectives and outcomes.

Academic freedom allows the instructor (1) to determine course outcomes, within the bounds of established curricula, and the means by which a student's mastery of those outcomes will be evaluated, and (2) to evaluate the quality of work on individual exams or assignments.

Students have the right to challenge evaluations of their work, and hence I am accountable with regard to providing and explaining all relevant grades and grading criteria. Students are allowed to challenge grades respectfully and state their case why a grade should be changed. Changes are made only in the case of error (which happens from time-to-time) and documentation that the criteria was met to a higher level than originally indicated.

Standards for Fair Grading

To achieve fair and equitable grading, instructors shall inform students, in writing, e.g., via a syllabus, of the course outcomes and the means by which student mastery of those outcomes will be determined. Instructors are expected to share this information with students during the first-class meeting and to provide this information, no later than the second class meeting. Alterations to these arrangements will be posted in Canvas and must be designed to minimally inconvenience or disadvantage the students in the course. The grade of a student shall be based solely on the criteria known to all students in the class, and all such criteria shall apply to mastery of stated course objectives and competencies.

Simply put, the instructor cannot offer an alteration to the syllabus unless that alteration or option has been offered to all members of the class. This applies, for example, to extra credit, alternative assignments, and extensions to deadlines. The exceptions are related to extenuating circumstances as outlined above and via documented Disability accommodations from the Learning Center.

COURSE EXPECTATIONS:

CONFIDENTIALITY:

At times, the instructor and students will be exposed to personal and confidential information. It is critical that students take proper care to secure critical personal financial and personal data (Social Security Numbers, Bank Account Numbers, etc.). It is expected that students will maintain the confidentiality of the instructor and classmates by not discussing this information outside of the class.

Failure to do so may result in removal from the class.

Reading and Preparation:

- Students are expected to read the textbook and articles, and review any slides or videos included in the module.

Communication:

- You are expected to check your college email regularly (at least every other day) for any communication from your instructor, peers, or the college. Failure to do so could result in missed information about classes, assignments, etc. Please ask me if you'd like to know how to forward your student email to your personal email.

Attendance:

- Woody Allen said, "Eighty percent of success in life is showing up." Attendance in an online course is documented through the completion of assignments. As noted above, there are significant penalties for not completing assignments on-time. Three consecutive absences with no communication from the student is an indication that you have walked away from the class. This may result in an Administrative Failure and Withdrawal from the class. The instructor may recommend

that the student withdraw from courses with absences exceeding 30% of the classes - 5 or more.

Cheating/Plagiarism

- No form of cheating or plagiarism will be tolerated. Anyone caught cheating/plagiarizing will receive a failing grade on the assigned work and/or the course. **DON'T DO IT!**

It is my hope that this course meets your every expectation as a challenging, engaging, respectful learning experience. If you find this not to be the case, I would welcome the opportunity to address your concerns. This is not only a courtesy, it is a matter of process and procedure outlined in the LRCC Student Handbook. Should we fail to arrive at a mutually satisfactory understanding, you should refer the matter to my immediate supervisor, Carlene Rose, crose@ccsnh.edu.

Note: I reserve the right to make exceptions to any course policy stated in this syllabus due to the extenuating circumstances of a particular student. These exceptions include, but are not limited to, the onset or worsening of a serious or chronic mental or physical health condition, change in significant caring responsibility, family breakdown or the recent bereavement or serious illness of a close relative, being the victim of a serious crime or significant involvement in an on-going court case, a natural disaster, act of terror or conflict affecting the student's school/college, home or close family, approved learning accommodations. Documentation may be required in such circumstances. Work-related issues are generally not considered part of these exceptions.

Personal Financial Management (FIN 18)

ONLINE – Monday to Sunday
Class Schedule Spring 2020

Class	Date	Focus Topic	Reading/ Assignments Due
1	Jan-21 - Jan-26	INTRODUCTION TO PERSONAL FINANCE	Ch. 1 - 3 Yacht & Siegel Weekly Reflection
2	Jan-27 - Feb-2	BUDGETING & TIME VALUE OF MONEY	Ch. 4 & 5 Yacht & Siegel Ch. 1 Dave Ramsey Weekly Reflection
3	Feb-3 - Feb-9	BANKING & TAXES	Ch. 6 & 7 (Your Money Sections) Yacht & Siegel Ch. 2 & 3 Dave Ramsey Weekly Reflection
4	Feb-10 - Feb-16	EXAM #1 – Ch. 1 – 7 Yacht & Siegel & Ch. 1 – 3 Dave Ramsey	
5	Feb-17 - Feb-23	INVESTING FUNDAMENTALS & MUTUAL FUNDS	Ch. 12-13, & 17 Yacht & Siegel Weekly Reflection
6	Feb-24 - Mar-1	STOCKS AND BONDS	Ch. 14-16 Yacht & Siegel Weekly Reflection
7	Mar-2 - Mar-8	CREDIT AND DEBT	Ch. 7 (Other People's Money Sections) Yacht & Siegel Ch. 4 & 5 Dave Ramsey Weekly Reflection
8	Mar-9 - Mar-15	AUTOMOBILES & MAJOR PURCHASES	Ch. 8 Yacht & Siegel Ch. 6 & 7 Dave Ramsey Weekly Reflection
9	Mar-16 - Mar-22	NO CLASS – SPRING BREAK	
10	Mar-23 - Mar-29	EXAM #2 – Ch. 8 – 9, 14 – 17 Yacht & Siegel and Ch. 4 - 9 Dave Ramsey	
11	Mar-30 - Apr-5	PURCHASING AND FINANCING A HOME	Ch. 9 Yacht & Siegel Ch. 8 & 9 Dave Ramsey Weekly Reflection
12	Apr-6 - Apr-12	INSURANCE AND RISK MANAGEMENT	Ch. 10 Yacht & Siegel Ch. 10 & 11 Dave Ramsey Weekly Reflection
13	Apr-13 - Apr-19	RETIREMENT AND ESTATE PLANNING	Ch. 11 Yacht & Siegel Ch. 12 & 13 Dave Ramsey Weekly Reflection
14	Apr-20 - Apr-26	WORK SESSION	Investment Project Due
15	Apr-27 - May-3	Exam 3 – Ch. 9 – 11 Yacht & Siegel & Ch. 8 – 13 Dave Ramsey	All eligible late work must be turned in by this date Total Money Makeover Paper Due
16	May-4 - May-8	FINAL PRESENTATIONS#	Personal Financial Plan Due

NOTE: I reserve the right to modify assigned work as needed. Other work may be assigned for homework individually, on Canvas, or as in-class group work.

Rubrics

Exam

	A (10-9)	B (8)	C (7)	D (6)	F (<6)
Answer 2 points	Answer is correct and complete.	Answer is correct with one concept not included.	Answer is somewhat correct or more than one concept not included.	Answer is not really correct, but you seem to somewhat understand the concept.	Answer is incorrect. Points based on what I can determine of your knowledge of the topic.
Understanding 3 points	Shows an impressive knowledge of text/lecture.	Shows a good grasp of text/lecture.	Shows a satisfactory knowledge of text/lecture.	Shows little knowledge of text/lecture.	Shows minimal or no knowledge of text/lecture;
Support 3 points	Insightful main idea that is stated clearly and developed convincingly from start to finish.	Strong main idea convincingly developed in most of the essay.	Main idea stated and adequately developed.	Ideas poorly developed. May include factual errors about the text or show limited grasp of the material covered in lecture.	Answer exhibits one or more of the following: Doesn't address the assigned topic; Answer is incomplete or undeveloped.
Writing 2 points	Writing is consistently clear, correct, and fluent.	Writing generally clear and correct.	Writing reasonably clear and free of major errors.	Writing is frequently unclear or flawed by errors in the use of conventional written English.	Contains serious, repeated errors in the use of conventional written English.

Reflection Rubric

	A (10-9)	B (8)	C (7)	F (0)			
Identifies & explains ISSUES (40 points)	Clearly identifies and discusses main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.	Successfully identifies and discusses the main issues, but does not explain why/how they are problems or create questions	Identifies main issues but does not discuss or explain them clearly or sufficiently	Fails to identify, discuss, or explain the main problem or question. (OR) Represents the issues inaccurately or inappropriately.			
Applies CRITICAL THINKING (40 points)	Student effectively demonstrates ability to ask probing questions about the material, effectively uses information, an open mind, and draw conclusions.	Student misses one of the four factors or does not adequately address one or more of the factors.	Student misses two of the four factors or does not adequately address one or more of the factors.	Student fails to adequately address these factors.			
Uses proper grammar, usage, and mechanics – WRITING (10 points)	Response is well-written and free from any errors in grammar, usage, and mechanics. Where applicable, references are cited in current APA format.	Response is fairly well-written and has 2 or fewer errors in grammar, usage, and mechanics. Where applicable, references are cited with some current APA formatting.	Response has 3 or fewer errors in grammar, usage, and mechanics. Where applicable, references are minimally cited in current APA format.	Response has 4 or more errors in grammar, usage, and mechanics. Where applicable, references are not cited in current APA format.			
WORD COUNT Minimum word count of 400 words is met or exceeded	10 points 400 Words	9 points 399-360 Words	8 points 359-320 Words	7 points 319-280 Words	6 points 279-240 Words	5 points 239-200 Words	0 points <200 Words

Total Money Makeover Paper

Construct Measured	Standards
COMPREHENSION OF KEY IDEAS AND DETAILS (25)	Accurate analysis of the research. Includes relevant information only. Demonstrates complete understanding of the research.
DEVELOPMENT OF IDEAS (25)	Informs about an approved legend or phenomenon. Comprehensively develops topic. Uses clear, relevant, and descriptive details. Writes consistently appropriate to task, purpose, and audience.
ORGANIZATION (20)	Essay flows well and is clear. Includes a strong introduction (with hook and preview). Includes a strong conclusion (with a synthesis of ideas and new learning). Includes three well-organized body paragraphs (with topic sentence and supporting details for each).
CLARITY OF LANGUAGE (VOICE, WORD CHOICE, SENTENCE FLUENCY) (20)	Maintains formal writing style throughout. Uses descriptive words and phrases throughout. Uses linking and transitional words throughout.
CONVENTIONS (10)	Has few minor errors in grammar. Has few minor errors in vocabulary usage. Varies sentence structure.

Personal Financial Plan

Construct Measured	Standards
Demonstrate a comprehensive understanding of the content found within the Personal Finance curriculum (20)	In the written presentation the student will show an integrated understanding across all major personal finance topics
COVER PAGE (5)	Contains graphic/ illustration, name of project, your name, course name, instructor name; creativity is evident
TABLE OF CONTENTS (5)	Heading, sections clearly labeled with leaders and page numbers
CAREER PLANNING (10)	Describe life situation providing details related to marital status, children, occupation, and income. Investigate career. Determine annual salary. If married, provide spouse's salary.
FINANCIAL GOALS (10)	Clearly written; contains at least two short-term financial goals and three long-term financial goals
FINANCIAL TOOLS (10)	Detailed information, spreadsheets provided for a budget, personal balance sheet, personal income statement, tax return, and future value calculations included, explanation of the results of the financial tools included.
BANKING SERVICES (10)	Well written, clearly explains services provided at various institutions (at least two), materials provided (from at least one), institution and services you will use are identified, justification is provided for choice of institution and services
AUTOMOBILE DECISION (10)	Information and materials provided on investigation of auto options available, choice is explained in detail, sources of credit are explained, and your selection is identified and explained in detail, monthly expenses related to your decisions are provided
HOUSING DECISION (10)	Information and materials provided on investigation of housing options available, choice is explained in detail, sources of credit are explained, and your selection is identified and explained in detail, monthly expenses related to your decisions are provided
INSURANCE (10)	Detailed description of types of insurance you need, materials provided, explanation of types and providers and why you made these choices, monthly expense related to your decisions are provided
RETIREMENT (10)	Detailed description of types of retirement accounts, contribution plan, explanation of types and providers and why you made these choices.
ESTATE PLANNING (10)	Detailed description of and copy of will and estate plan included, explanation of how this will change over time, and philosophy of executor and wealth distribution included.
PRESENTATION (0)	Information is complete and well supported by detail, presentation conveys deep and through understanding of topic.
POWERPOINT (20)	PowerPoint covering each of the major topics. Slides are appropriate, easy to read, use graphics when and where necessary, and follow word guidelines.

OUTCOMES

Rationale: Financial literacy is essential in meeting the financial challenge of the 21st Century. The competencies, which form the basis for this semester course, enable students to analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, and apply the knowledge learned in school to financial situations encountered later in life.

Upon completion of this course, students will:

I. Personal Decision Making

- Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.

II. Earning and Reporting Income

- Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.

III. Managing Finances and Budgeting

- Develop and evaluate a spending/savings plan.

IV. Saving and Investing

- Evaluate savings and investment options to meet short- and long-term goals.

V. Buying Goods and Services

- Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

VI. Banking and Financial Institutions

- Evaluate services provided by financial deposit institutions to transfer funds.

VII. Using Credit

- Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

VIII. Protecting Against Risk

- Analyze choices available to consumers for protection against risk and financial loss.