



Updated 2/29/2024 with mentions of AI/LLM and date of final exam

CSR 34200 Personal Finance

- **CRN:** 15195
- **Spring 2024**
- **Meeting day | time and location**
 - Tuesday and Thursday, 9:00 – 10:15 am
 - WALC 1055
- **Instructional Modality:** On-campus, lecture
- **Course Credit Hours:** 3
- **Prerequisite:** None

Instructor Contact Information

- **Dr. Jonathan Bauchet**
 - Preferred pronouns: He/Him/His
- **Office:** MTHW 312A
- **Phone:** 765-494-4725
- **Email:** jbauchet@purdue.edu – IMPORTANT: please always contact the TA first, he will relay messages and requests to me promptly
- **Student consultation hours:** by appointment; on campus or online (zoom)

Teaching assistant Contact Information

- **Bukade Adesina**
- **Email:** badesina@purdue.edu
- **Student consultation hours:** by appointment; on campus or online (zoom)

Course Description

The class covers a comprehensive discussion of investments, consumer credit, insurance and retirement issues. The goal is to show how these components are interconnected in order to create a complete picture of financial health of an individual.

Learning Resources, Technology & Texts

Required Textbook

Vickie L. Bajtelsmit. Personal Finance. Wiley. 2nd edition. [Wiley Plus account required].

We will follow the structure of the textbook closely (the instructor will give additional materials if needed). The textbook includes much more than text: videos, interactive quizzes, reflection

questions, case studies, excel worksheets, review questions, and more. You have access to all material with your Wiley Plus account (through Brightspace or directly on the Wiley website).

Reading the textbook is important, and should ideally be done before class, so that class time is used to highlight key topics and reinforce your learning of the material. Watching textbook videos and doing other activities is not mandatory; but I strongly recommend it, particularly if you are new to the financial vocabulary.

Learning Online 101

You are automatically enrolled in the Learning Online 101 course, a self-paced elective designed to help students be better prepared for hybrid and online learning. Look for the Learning Online 101 course on your Brightspace home page.

Use of artificial intelligence (AI) or Large Language Models (LLM)

Use of AI or LLM in this course is allowed.

Course Learning Outcomes

This course has an expected learning outcome that students will develop the skills required to be effective financial planners (for FCP majors) or to understand the advanced concept of personal financial planning (for non-FCP majors). Therefore, students are expected to develop and exhibit critical thinking and analytical skills applied to a wide range of financial services-related topics. Specifically, students are expected to learn (a) basic of personal financial planning, (b) financial statement and budgeting, (c) various planning including insurance, tax, education, and retirement planning, and (d) investment. Specifically, for FCP majors, students are expected to demonstrate the knowledge necessary to pass the CFP exam and other industry-related licensure examinations.

Assignments

There are three ways for students to earn points in the course: assignments, quizzes, and the final exam. To access both quizzes and the final exam, **students MUST have a Wiley Plus account.** Use of AI or LLM is allowed.

Homework:

Homework is work that students complete outside of class, typically consisting of activities that illustrate concepts developed in class. There will be at least 2 homework assignments, due on Week 2. Each homework will be worth 10 points.

Quizzes:

There will be 12 quizzes. Think of them as a weekly check on your learning. They are scheduled as indicated on the schedule of classes.

- Each quiz will include multiple-choice questions and calculations about the material covered in class during the period since the previous quiz.
- Each quiz will provide up to 20 points.

- Quizzes will be administered online, through the Brightspace website and the Wiley website. Flexibility will be offered for students to start each quiz at a convenient time. However, once started, a quiz will need to be completed within a limited time and in one attempt.
- Quizzes will be open-book. They must be completed individually, without help from other students or individuals.
- The lowest 2 scores of the quizzes will be dropped from your final score. This is intended to give you flexibility, such as in the event of sickness, or an interview, or other need that prevents you from taking a quiz. It does have an automatic effect to help increase your grade, which is acknowledged.
- There will be *no make-up* quiz.

Final Exam:

There will be a final exam, held during exam week.

- The final exam will include multiple-choice questions and calculations from the material covered in class during the whole semester (cumulative exam).
- The final exam will provide up to 100 points.
- The final exam will be administered online, through Brightspace and the Wiley website.
- It will be open-book. It must be completed individually, without help from other students or individuals.
- Once started, the final exam will need to be completed within a limited time and in one attempt.
- There will be *no make-up* final exam.

General information for all assignments:

- Assignments will be available online, for an extended period of time. For that reason, late assignments will not be considered and will earn students 0 points for that homework/quiz/final exam. Reasons for absence officially recognized by Purdue University (e.g. documented medical leave, grieving absence) are allowed.
- **Technical issues are not valid excuses to be late or fail to complete an assignment/quiz/exam.** To avoid technical issues, complete your assignments sufficiently ahead of deadlines that you would have time to complete the assignment on another device (including walking to a computer lab if needed).

Grading Scale

Course grades will be based on the sum of points accumulated in homework, quizzes, and the final exam. The maximum number of points available in the class is:

Homework, 10 points per homework (est. 2 times)	20 pts
Quiz, 20 points per quiz (12 quizzes – lowest 2 scores drop)	200 pts
<u>Final exam</u>	<u>100 pts</u>
Total	320 pts

Letter grades will be assigned as follows, without rounding (for example, 84.999% of the points is a B grade):

≤ 96%	A+		93% ≤	A	< 96%	89% ≤	A-	< 93%
85% ≤	B+	< 89%	81% ≤	B	< 85%	77% ≤	B-	< 81%
73% ≤	C+	< 77%	69% ≤	C	< 73%	65% ≤	C-	< 69%
61% ≤	D+	< 65%	57% ≤	D	< 61%	53% ≤	D-	< 57%
	F	< 53%						

Grades are not negotiable. If you are concerned about your grade being lower than you expect or would like, talk to the TA/instructor as soon as possible. Do not wait until the last few weeks of the semester when most assignments have already been completed.

Attendance policy

Classroom engagement is extremely important and associated with your overall success in the course. You are expected to attend all classes, to come prepared by having read the book chapters for the topic(s) and reviewed your notes from past classes. There are no points given for attendance.

Academic Integrity

You are expected to abide by the University's anti-discrimination and academic honesty policies. You are expected to behave in class in a way which is respectful of other participants, including the instructor. There will be an honor code in effect for the class. You will refrain from cheating on any quiz, exam, or the assignments, and will do your best to ensure nobody cheats from you.

If any behavior consistent with cheating is detected, students will receive zero for that assignment and/or fail the course, and the matter will be referred to the Dean of Students.

Purdue's Honor Pledge: "As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue."

Purdue University values intellectual integrity and the highest standards of academic conduct. To be prepared to meet societal needs as leaders and role models, students must be educated in an ethical learning environment that promotes a high standard of honor in scholastic work.

Academic dishonesty undermines institutional integrity and threatens the academic fabric of Purdue University. Dishonesty is not an acceptable avenue to success. It diminishes the quality of a Purdue education which is valued because of Purdue's high academic standards.

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty."

[University Regulations, Part 5, Section III, B, 2, a] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]. Additional information concerning Academic Integrity may be found in the online brochure, Academic Integrity: A Guide for Students from the Dean of Students office.

Use of AI or LLM is allowed.

Nondiscrimination Statement

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue's Equal Opportunity, Equal Access and Affirmative Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.

Any question of interpretation regarding this Nondiscrimination Policy Statement shall be referred to the Vice President for Ethics and Compliance for final determination.

Netiquette

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea, but you are not to attack an individual. Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience. Please read the Netiquette rules for this course:

- Monitor how much space/time you are taking up in any discussion. Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Avoid using vernacular and/or slang language. This could lead to misinterpretation.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think and edit before you push the 'Send' button.

- Seek and take in feedback from others; learning from other people is an important life skill.

Diversity & Inclusion Statement

1. In our discussions, structured and unstructured, we will explore a variety of challenging issues, which can help us enhance our understanding of different experiences and perspectives. This can be challenging, but in overcoming these challenges we find the greatest rewards. While we will design guidelines as a group, everyone should remember the following points:
 - We are all in the process of learning about others and their experiences. Please speak with me, anonymously if needed, if something has made you uncomfortable.
 - Intention and impact are not always aligned, and we should respect the impact something may have on someone even if it was not the speaker's intention.
 - We all come to the class with a variety of experiences and a range of expertise, we should respect these in others while critically examining them in ourselves."
2. This course, as with every course offered at Purdue, plays a part in creating and sustaining a welcoming campus where all students can excel. There are many initiatives in the HTM department and supported by the university focused on this goal, and this course is designed to take advantage of those resources. Learning experiences and assignments address diversity and inclusion, not because they are "topics," but because they are necessary to prepare students to be successful in a diverse, global environment.
3. We strive for equity, providing equal access and opportunity, and working to maximize student potential. This requires both instructor and students to identify and remove barriers that may prevent someone from full access or full participation. You can help by:
 - Contacting me, anonymously if needed, if you see a potential barrier for someone or yourself in participating fully in the class. This might be a physical barrier such as access to technology or a personal situation.
 - Suggesting ways in which members of our class can support each other. Virtual study groups and discussion boards are examples, but I encourage you to be creative in your ideas.
 - Getting to know each other as contributing members of our learning community. Everyone has something to contribute, and while I designed the course to take advantage of the wealth of knowledge, expertise, and experience we bring together, I cannot do it well without your participation. There are many opportunities built into this course for this type of work. It is important we do it together.

Accessibility

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Resource Center (DRC) at (765) 494-1247. For additional information visit <http://www.purdue.edu/odos/drc>

Mental Health/Wellness Statement

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#). Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday. Considering the significant disruptions caused by the current global crisis as it related to COVID-19, students may submit requests for emergency assistance from the [Critical Needs Fund](#).

Emergency Preparation

EMERGENCY NOTIFICATION PROCEDURES ARE BASED ON A SIMPLE CONCEPT – IF YOU HEAR A FIRE ALARM INSIDE, PROCEED OUTSIDE. IF YOU HEAR A SIREN OUTSIDE, PROCEED INSIDE.

- Indoor Fire Alarms mean to stop class or research and immediately evacuate the building.

- Proceed to your Emergency Assembly Area away from building doors. Remain outside until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
- All Hazards Outdoor Emergency Warning Sirens mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building.
 - “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency (Purdue website, email, etc. – also sign up for Purdue’s Emergency Warning Notification System at <https://www.purdue.edu/apps/account/EmergencyContact>). Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

Emergency response procedures:

- Review the Emergency Procedures Guidelines
https://www.purdue.edu/emergency_preparedness/flipchart/index.html
- Review the Building Emergency Plan (available on the Emergency Preparedness website or from the building deputy) for:
 - evacuation routes, exit points, and emergency assembly area
 - when and how to evacuate the building
 - shelter in place procedures and locations
 - additional building specific procedures and requirements.

Emergency preparedness awareness video

"Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: <http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm> (Link is also located on the EP website)

More information

- Emergency Preparedness web site:
https://www.purdue.edu/ehps/emergency_preparedness/
- Sign up for Purdue’s Emergency Warning Notification System:
<https://www.purdue.edu/apps/account/EmergencyContact>

Disclaimer

This syllabus is subject to change. You will be notified of any changes as far in advance as possible via an announcement on Brightspace. Monitor your Purdue email daily for updates.

Tentative Schedule of Classes

Week	Topic	Readings	Activities/Assignments
Week 1 1/9, 1/11	Introduction Personal financial planning	Syllabus Ch.1	<ul style="list-style-type: none"> Review syllabus and textbook before class
Week 2 1/16, 1/18	Personal financial statement No class on both days – work on Homework 1&2	Ch.2	<ul style="list-style-type: none"> Review textbook before class Homework 1&2 due by 1/21
Week 3 1/23, 1/25	Time value of money Budgeting and cash management	Ch.2/3	<ul style="list-style-type: none"> Review textbook before class Quiz 1 due by 1/28
Week 4 1/30, 2/1	Understanding tax	Ch.4	<ul style="list-style-type: none"> Review textbook before class Quiz 2 due by 2/4
Week 5 2/6, 2/8	Managing credit	Ch.5	<ul style="list-style-type: none"> Review textbook before class Quiz 3 due by 2/11
Week 6 2/13, 2/15	Automobile and housing decisions	Ch.6	<ul style="list-style-type: none"> Review textbook before class Quiz 4 due by 2/18
Week 7 2/20, 2/22	Insuring car and home	Ch.7	<ul style="list-style-type: none"> Review textbook before class Quiz 5 due by 2/25
Week 8 2/27, 2/29	Life insurance and long-term care plans	Ch.8	<ul style="list-style-type: none"> Review textbook before class Quiz 6 due by 3/3
Week 9 3/5, 3/7	Employee benefits	Ch.9	<ul style="list-style-type: none"> Review textbook before class Quiz 7 due by 3/10
3/12, 3/14	<i>Spring break – No class</i>		
Week 10 3/19, 3/21	Retirement and education planning	Ch.10	<ul style="list-style-type: none"> Review textbook before class Quiz 8 due by 3/24
Week 11 3/26, 3/28	Basics of investing	Ch.11	<ul style="list-style-type: none"> Review textbook before class Quiz 9 due by 3/31
Week 12 4/2, 4/4	Investing: stock and bonds	Ch.12	<ul style="list-style-type: none"> Review textbook before class Quiz 10 due by 4/7
Week 13 4/9, 4/11	Investing: Mutual funds and real estate	Ch.13	<ul style="list-style-type: none"> Review textbook before class Quiz 11 due by 4/14
Week 14 4/16, 4/18	Estate planning	Ch.14	<ul style="list-style-type: none"> Review textbook before class Quiz 12 due by 4/21
Week 15 4/23, 4/25	Review sessions for final exam		<ul style="list-style-type: none"> Review textbook and all notes before class for review sessions
Sunday 4/28, due by 4:30 pm	Final exam		

* This is a tentative schedule. Any needed adjustment will be communicated in class and/or by email throughout the semester.