

FSOS 3101: Personal and Family Finances

Fall Semester 2019
Totally Online Course

DEPARTMENT OF FAMILY SOCIAL SCIENCE
College of Education and Human Development
University of Minnesota

3 credit hours

Instructor: Dr. Virginia Solis Zuiker, PH.D.;
[AFC® \(ACCREDITED FINANCIAL COUNSELOR\)](#)

Welcome to Family Social Science FSoS 3101 Personal and Family Finances online course. My name is Dr. Virginia Solis Zuiker and I will be teaching this course this fall. I have been at the University of Minnesota since the fall of 1996 and have taught this course since spring 1997. My office is 275D McNeal Hall on the St. Paul campus. Stop by and introduce yourself if you are on the St. Paul campus.

Students begin this class with different skill and knowledge levels. Some have learned how to manage financial resources from their parents, grandparents, or other trusted adults. Some have managed their family's finances for years and others may have had a few bad experiences in money management, while others are just stepping into the financial world. Whatever your current skill level with money, in this course, you will be able to gain knowledge and develop or refine existing skills in personal and family finance.

I encourage you to share with the class and with me what you know, what you discover along the way (e.g., a great Web site), and what you are concerned about (e.g., I really don't understand...). My hope is that we all learn from each other!

I am excited that you have decided to take this online course. I wish each of you a successful semester with this course and I believe the information you will learn in this class will give you the knowledge and skills to make sound financial decisions and assist you in setting attainable financial goals as you achieve your definition of personal financial success!

Students completing FSoS 3101 Personal and Family Finances and FSoS 4153 Family Financial Counseling are eligible to enroll to take the Accredited Financial Counselor (AFC) exam administered by the Association for Financial Counseling and Planning Education (AFCPE). Successful completion of these two courses does not equate passing the Accredited Financial Counselor exam.

Graduate Teaching Assistant: Hailey Holmgren

Hello! My name is Hailey, I am a second year PhD student in Family Social Science. I took a course in Personal and Family Finance as an undergraduate student at Brigham Young University, and am still using the knowledge I gained in that course in my personal life. Feel free to reach out to me anytime with questions, I'm happy to help!

Graduate Teaching Assistant: Kay Burningham

Hi Everyone, my name is Kay and I'm excited to be your TA this semester. I spent some time working for a debt management company and I am currently a couple and family therapist. I can attest that the knowledge you will learn throughout this semester will benefit you both personally and in your relationships. I hope you enjoy the course, and I am happy to be a part of your academic journey!

Graduate Teaching Fellow: Yiting Li

Yiting Li is a PhD Candidate of the Department of Family Social Science at the University of Minnesota. Li's research centers on the intersection between financial management and intimate relationship, especially how young couples manage their financial matters in Family Financial Socialization lens. She received her B.A. in Applied Psychology from Qingdao University and Psychology from University of Minnesota, MA in Family Social Science from University of Minnesota.

Course at a Glance

Course Title

FSoS 3101: Personal and Family Finances (3 credits)

Course Description

Analysis of personal and family financial management principles. Financial planning of savings; investments; credit; mortgages and taxation; life, disability, health, and property insurance; public, private pensions; and estate planning.

Rationale

The importance of financial management is recognized because of its extensive effects in determining the quality of living for individuals as well as families. This course focuses on personal and family finances, not corporate or government finances. It is designed to be applicable to the student's personal life decisions and his/her professional role. College students are referred to as "America's newest class of debtors" by the media. You are targeted for easy-to-get credit cards and you may have large student loans. For most students, acquiring

credit is not the problem. The lack of skills and knowledge to make sound financial decisions can be a significant problem leading to bad credit ratings and big debts to face when you graduate. This course will address ways to evaluate debt and focus on strategies for asset building and economic security.

Educational Purpose

This is a three-credit core course in the Family Social Science bachelor's major. It is required for students in the Family Financial Studies specialization minor and is also appropriate for those who are interested in gaining practical knowledge of personal finance. This course focuses on personal and family finances, not corporate or government finances. It will address financial pitfalls such as too much debt and investing scams. However, the focus is on financial strategies and tools, economic security, and ways to build assets. Successful completion of this course does not equate passing the Accredited Financial Counselor exam.

Prerequisites

This course requires computer and Internet skills (such as word processing, browsing the Web, uploading and downloading files, and using e-mail with file attachments). It also requires a printer and near-daily access to the Web. FSOS 2106 is a recommended prerequisite for this course.

Course Technology

Important: Canvas is a relatively new online learning platform. It is possible there might be some unknown or unexpected issues. Please be assured U of MN tech support will troubleshoot any glitches as quickly as possible.

Course Requirements

Your grade in this course will be based on the following activities, weighted as shown in parentheses. For more information see the Assignments Summary at the bottom of this page.

- Online weekly discussions (13%)
- Self-introduction using FlipGrid (1%)
- Acknowledgement of Reading the Course Syllabus and Disclaimer about Copyright Quiz (2%)
- Digital Story: The Meaning of Money Assignment (7%)
- Case Study Application (9%)
- Personal Financial Planner (30%)
- Quizzes (14%)
- Final examination (24%)

Note: The syllabus for this course is subject to change at the instructor's discretion as needed to support the learning objectives of this course.

Online Course

This is a totally online course. Where you do your work in a given week or when you do it is up to you, however this course is **not a self-paced course** meaning that learners are expected to participate in discussions, turn in assignments, and take quizzes within the week they are assigned. Learners are **not** able to earn full credit for later work nor are they able to complete the course in less than 15 weeks.

Valuing our diversity

Students in this class will come from a variety of ethnic, racial, cultural, economic, sociopolitical and other diverse backgrounds. Diverse experiences and diverse views are welcomed and honored in this space. Such varied experiences provide a learning opportunity for both the students and the instructor.

University of Minnesota Student Learning Outcomes (SLOs)

Primary Learning Outcome: Can identify, define, and solve problems

Course Objective: Learner identifies and defines basic terms and concepts relating to personal and family finances.

Assignment: Through class discussions, weekly lessons, readings, and assignments. Four quizzes, a final exam, personal financial portfolios, and case study.

Primary Learning Outcome: Have mastered a body of knowledge and a mode of inquiry

Course Objective: Learners will develop skills in planning, evaluating, and implementing personal, household, and family financial goals; will evaluate strategies to maximize economic well-being and minimizes the risk of economic deprivation; will develop skills in analyzing financial functioning in households/families with different levels of income, in different stages of the family life cycle and with diverse and complex family needs; and will set attainable financial goals for yourself and others and monitor progression toward these goals.

Assignment: Through class discussions, weekly lessons, readings, and their personal financial portfolios (PFP). There are 9 PFPs that will be required of students to complete. Case study assignment, four quizzes, and a final exam.

Secondary Learning Outcome: Can communicate effectively

Course Objective: Learners will recognize external and internal factors that impact the achievement of financial goals.

Assignment: Through Digital Story Assignment.

Secondary Outcome: Have acquired skills for effective citizenship and life-long learning

Course Objective: Learner will be able to discuss the importance of being financially literate and its implications on a personal level, the community, the political process, and the public world.

Assignment: Not formally assessed, will occur throughout the course through a combination of weekly lessons, readings, and class discussions.

Outcome: Can locate and critically evaluate information

Outcome: Understand diverse philosophies and cultures within and across societies

Outcome: Understand the role of creativity, innovation, discovery, and expression across disciplines

Exams 1, 2, 3, & 4 each worth 15 points. Final Exam worth 105 points.

90-100% = Achievement that is outstanding relative to the level necessary to meet course requirements

70-89 = Achievement that meets the course requirements

Less than 70% = Did not meet the standards of the course

[Link to Case Study Grading Rubric](#)

Course Expectations

Course Goals

By the time you complete the course, you will have developed the ability to

- differentiate between financial wants and needs; develop a wise philosophy of money management and asset building;
- create a workable budget, i.e., an income, spending, and savings plan that includes an emergency fund;
- build good credit, access your credit report, and repair a negative credit rating;
- develop a debt reduction and repayment plan with a range of options and strategies;
- establish a workable method for financial record keeping (i.e., files and computer program);
- determine your net worth and know how to build net worth (i.e., asset development and debt reduction);
- understand financial risk and assess appropriate insurance (i.e., health, vehicle, renter's, homeowner's, disability, and life);
- comprehend relevant tax issues;
- differentiate between investment options and the basic tools of investing for retirement through IRAs, 401(k)s, and other options;
- discuss basic terms and concepts relating to personal and family finances;
- set attainable financial goals for yourself and others and monitor progression toward these goals.
- discuss the importance of being financially literate and its implications on a personal level, the community, the political process, and the public world.

Course Objectives

By the end of the course, you should

- develop skills in planning, evaluating, and implementing personal, household, and family financial goals;
- recognize external and internal factors that impact the achievement of financial goals;
- evaluate strategies that maximize economic well-being and minimize the risk of economic deprivation;
- develop skills in analyzing financial functioning with different levels of income, different life stages, and diverse and complex family needs.

Student Workload

University policy states that “one credit represents, for the average University undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), averaged over the semester, in order to complete the work of the course to achieve an average grade.” The expectations for an on-line class are no less than for an in-person class. This means that for this three credit on-line class, **students should expect to put in an average of 9 hours of work/week** to meet the course requirements for an average grade (C). If you cannot commit to nine hours of work per week for this class, you should reconsider your class schedule.

Senate policy on academic work expected per credit
<https://policy.umn.edu/education/studentwork>

Documenting Credit Hours (Online Course):

Instructional Time	Student Time
Instructor created videos and/or powerpoints for each weekly lesson on the different aspects of credit. [45 minutes]	Reading and watching videos/powerpoints [120 minutes]
Monitoring and responding to discussion posts [60 minutes]	Initial post and response post in the discussion forum [45 minutes]
Responding to student questions about assignments and course material [45 minutes – in addition, face-to-face meetings would be available to students, which would extend this time. Chat hours twice a week for 60 minutes total 120 minutes]	Working on course assignments. [90 minutes] Studying and taking quizzes/exams [45 minutes]

Total: 150 minutes	
	Total: 300 minutes

Course Communication

- Frequency of site visits: Dr. Zuiker and TAs Hailey Holmgren and Kay Burningham will visit the course site daily.
- You may contact Dr. Zuiker at her University e-mail address: vzuiker@umn.edu When sending information to this address, a reference to the class in the subject line will ensure a more prompt reply. I will do my best to reply in 48 hours.
- You may contact TA Hailey Holmgren at her University e-mail address: holmg088@umn.edu When sending information to this address, a reference to the class in the subject line will ensure a more prompt reply. We will do our best to reply in 48 hours.
- You may contact TA Kay Burningham at University e-mail address: burni015@umn.edu When sending information to this address, a reference to the class in the subject line will ensure a more prompt reply. We will do our best to reply in 48 hours.
- You may contact Teaching Fellow Yiting Li at her University e-mail address: lix3514@umn.edu When sending information to this address, a reference to the class in the subject line will ensure a more prompt reply. We will do our best to reply in 48 hours.
- Chat Hours: Ask a question during “Chat Hour” once a week via the course Canvas site.
- Dr. Zuiker’s chat office hours are on

Tuesdays from 1:30 p.m. to 2:30 p.m.

No Chat Hours on Tuesday, November 19, 2019

Thursdays from 2:00 p.m. to 3:00 p.m.

EXCEPT on Thursday, October 3, 2019 my chat hour will be from 4:00 p.m. to 5:00 p.m.

Chat hour on Thursday, October 10, 2019 will be held on Wednesday, October 9, 2019 from 12:00 p.m. to 1:00 p.m.

No Chat Hours on Thursday, November 21 and 28, 2019

- Hailey’s chat hour is on Wednesdays from 8:30 p.m. to 9:30 p.m.

- Kay's chat hour is on Wednesdays from 2:00 p.m. to 3:00 p.m.
- Face-to-Face Office Hours: Are by appointment send us an email to schedule one.

Course Textbook

The textbook comes in 3 formats. As an online/ebook, a loose leaf version meaning it has 3 punched holes and you can put the pages into a notebook, or as a hardback textbook. You only need to buy one textbook and you can choose what version to read the textbook. You will be using the textbook throughout the semester.

Garman, E.T., & Forgue, R.E. (2017). Personal Finance, (13th Ed.). United States: South-Western Cengage Learning, Boston, MA.

Disclaimer about Copyright

Registration and enrollment to Fall 2019 FSOS 3101 course grants you permission to use the course materials and content for your personal (educational), non-commercial use. All the materials on the course site are copyrighted and may not be reproduced or distributed without permission.

Course Assignment Submission

Students will submit all assignments, all weekly discussions, all personal financial portfolios, all quizzes and the final exam for this course via the course Canvas site. All assignments, personal financial portfolios, quizzes, and final are DUE on **Monday** of the next week (see course schedule for more details).

Course Schedule

Lessons & Dates: Week 1 - September 3 - 9

Topic: Chapter 1: Understanding Personal Finance

Assignments Due:

- Weekly Discussion and responses. (4 pts.) (1st part (answering a discussion question is due Thursday, September 5, 2019 and the 2nd part responding to two classmates' posts is due Monday, September 9, 2019).
- Week 1 is the only week where I will allow you to submit all your responses on Monday, September 16, 2019.
- Self Introduction using Flipgrid (4 pts.) Due Monday, September 16, 2019.
- Acknowledgement of Reading the Course Syllabus and Disclaimer about Copyright Quiz (10 pts.) Due Monday, September 16, 2019.

Lessons & Dates: Week 2 – September 10 - 16**Topic:** Chapter 2: Career Planning**Assignments Due:**

- Weekly Discussion and responses. (4 pts.) (1st part (answering a discussion question is due Thursday, September 12, 2019 and the 2nd part responding to two classmates' posts is due Monday, September 16, 2019).

Lessons & Dates: Week 3 – September 17 - 23**Topic:** Chapter 3: Financial Statements, Tools, and Budgets**Assignments Due:**

- Weekly Discussion and responses. (4 pts.) (1st part (answering a discussion question is due Thursday, September 19, 2019 and the 2nd part responding to two classmates' posts is due Monday, September 23, 2019).
- Quiz 1 (15 pts.) Covers Chapters 1, 2, & 3 due by Monday, September 23, 2019.

Lessons & Dates: Week 4 – September 24 - 30**Topic:** Chapter 4: Managing Income Taxes**Assignments Due:**

- Weekly Discussion and responses. (4 pts.) (1st part (answering a discussion question is due Thursday, September 26, 2019 and the 2nd part responding to two classmates' posts is due Monday, September 30, 2019).
- Digital Story: The Meaning of Money (30 pts.) is due by Monday, September 30, 2019.

Lessons & Dates: Week 5 – October 1 - 7**Topic:** Chapter 5: Managing Checking and Savings Accounts**Assignments Due:**

- Weekly Discussion and responses. (4 pts.) (1st part (answering a discussion question is due Thursday, October 3, 2019 and the 2nd part responding to two classmates' posts is due Monday, October 7, 2019).

Lessons & Dates: Week 6 – October 8 - 14**Topic:** Chapter 6: Building and Maintaining Good Credit**Assignments Due:**

- Weekly Discussion and responses. (4 pts.) (1st part (answering a discussion question is due Thursday, October 10, 2019 and the 2nd part responding to two classmates' posts is due Monday, October 14, 2019).
- Case Study Application (38 pts.) is due Monday, October 14, 2019.

Lessons & Dates: Week 7 – October 15 - 21**Topic:** Chapter 7: Credit Cards and Consumer Loans**Assignments Due:**

- Weekly Discussion and responses. (4 pts.) (1st part (answering a discussion question is due Thursday, October 17, 2019 and the 2nd part responding to two classmates' posts is due Monday, October 21, 2019).

- Quiz 2 (15 pts.) Chapters 4, 5, & 6 is due Monday, October 21, 2019.

Lessons & Dates: Week 8 – October 22 - 28

Topic: Chapter 8: Vehicle and Other Major Purchases

Assignments Due:

- Weekly Discussion and responses. (4 pts.) (1st part (answering a discussion question is due Thursday, October 24, 2019 and the 2nd part responding to two classmates' posts is due Monday, October 28, 2019).

Lessons & Dates: Week 9 – October 29 - November 4

Topic: Chapter 9: Obtaining Affordable Housing

Assignments Due:

- Weekly Discussion and responses. (4 pts.) (1st part (answering a discussion question is due Thursday, October 31, 2019 and the 2nd part responding to two classmates' posts is due Monday, November 4, 2019).
- Quiz 3 (15 pts.) Chapters 7, 8, & 9 is due by Monday, November 4, 2019.

Lessons & Dates: Week 10 – November 5 - 11

Topic: Chapter 10: Managing Property and Liability Risk

Assignments Due:

- Weekly Discussion and responses. (4 pts.) (1st part (answering a discussion question is due Thursday, November 7, 2019 and the 2nd part responding to two classmates' posts is due Monday, November 11, 2019).
- Personal Financial Planner (PFPs) (133 pts.) Due Monday, November 11, 2019.

Lessons & Dates: Week 11 – November 12 - 18

Topic: Chapter 11: Planning for Health Care Expenses

Assignments Due:

- Weekly Discussion and responses. (4 pts.) (1st part (answering a discussion question is due Thursday, November 14, 2019 and the 2nd part responding to two classmates' posts is due Monday, November 18, 2019).
- Invest Now Module: "Retirement Plans, IRAs, and myRA."

Lessons & Dates: Week 12 – November 19 - 25

Topic: Chapter 12: Life Insurance Planning

Assignments Due:

- Weekly Discussion and responses. (4 pts.) (1st part (answering a discussion question is due Thursday, November 21, 2019 and the 2nd part responding to two classmates' posts is due Monday, November 25, 2019).

Lessons & Dates: Week 13 – November 26 - December 2

Topics:

- Investment Basics
- Chapter 13: Investment Fundamentals
- Chapter 14: Investing in Stocks and Bonds
- Chapter 15: Investing through Mutual Funds

Assignments Due:

- Weekly Discussion and responses. (4 pts.) (1st part (answering a discussion question is due Wednesday, November 27, 2019 (because it is Thanksgiving) and the 2nd part responding to two classmates' posts is due Monday, December 2, 2019).
- Invest Now Modules: "Finding Money to Invest " and "Making Investment Decisions"
- Quiz 4 (15 pts.) Covers Chapters 10, 11, & 12 is due by Monday, December 2, 2019.

Lessons & Dates: Week 14 – December 3 - 9

Topic: Chapter 17: Retirement and Estate Planning

Assignments Due:

- Weekly Discussion and responses. (4 pts.) (1st part (answering a discussion question is due Thursday, December 5, 2019 and the 2nd part responding to two classmates' posts is due Monday, December 9, 2019).
- Invest Now Modules: "Understanding Social Security," "Mutual Funds," and "Considerations for Investing."

Lessons & Dates: Week 15 – December 10 - 16

Topic: Final Exam Open

Assignments Due:

- Comprehensive Final exam (105 pts.) Covers Chapters 1 thru 15 & 17 must be taken by Monday, December 16, 2019
- Invest Now Extra Credit Activity (3 pts.) must be submitted by Monday, December 16, 2019
- Self Assessment about Canvas (Anonymous) (2 pts.) must be submitted by Monday, December 16, 2019.

Assignments & Grading

Grading Policies

- Extra Credit: There will be an opportunity for Extra Credit. You can read more in Week 15 in Canvas.
- On the day an assignment is due, you will have until 11:59 p.m. to turn in your assignment online in Canvas. After 11:59 p.m., your assignment is considered late. Late assignments will be accepted by the **Wednesday** following the due date with a 15% reduction in grade, after this date late assignments will not be accepted. Exceptions will be made only in accordance with University policy at the discretion of the instructor. University's policy on Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester: <https://policy.umn.edu/education/makeupwork>

- Students will not receive credit for late discussion postings unless cleared with professor ahead of time. Exceptions will be made only in accordance with University policy at the discretion of the instructor.
- Incompletes: Incompletes are permitted only due to extraordinary circumstances (e.g., hospitalization) and require a written agreement between the instructor and the student.

Grading Scale

This course offers both A–F and S/N grading options.

- If you are taking this course S/N, you must earn a C– or better (70%) to achieve a grade of S.
- If you are taking this course A–F, your grade will be determined by % as follows:

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

Assignments at a Glance

Assignment: Online Weekly Discussions (14 @ 4 pts. each)

Details: Refer to weekly lesson for questions and instructions

Total Points: 56

Percentage of Grade: 13%

Assignment: Self-introduction using FlipGrid (4 pts.)

Details: Introduce yourself to the class using FlipGrid by answering the questions posted on the FlipGrid link in Week 1.

Total Points: 4

Percentage of Grade: 1%

Assignment: Acknowledgement of Reading the Course Syllabus and Disclaimer about Copyright Quiz (10 pts.)

Details: Read the syllabus and the copyright disclaimer located on the Canvas course site. Take the FSOS 3101 Acknowledgement of Reading the Course Syllabus and Disclaimer about Copyright Quiz.

Total Points: 10

Percentage of Grade: 2%

Assignment: Digital Story: Meaning of Money Assignment (30 pts)

Details: Videotape yourself detailing your experience with learning money management. Instructions are online.

Total Points: 30

Percentage of Grade: 7%

Assignment: Case Study Application (38 pts)

Details: Read Case Study Application and answer questions. Instructions are online.

Total Points: 38

Percentage of Grade: 9%

Assignment: Personal Financial Planner (PFP) (133 pts)

Details: See PFP instructions online

Total Points: 133

Percentage of Grade: 30%

Assignment: Quizzes (4 @ 15 pts.)

Details: There are 4 quizzes with 15 questions in each quiz. You will be allowed to take each quiz twice. If you are happy with your first score, you do not need to take it a second time. If you are not happy with your first score, you can take the quiz again. Your highest score will be recorded. You will see your quiz results; however, you will not see the correct answers. You will have 20 minutes to take each quiz. You may or may not get the same test questions if you decide to take the quiz a second time.

Please note that if you missed taking a quiz your score for the quiz you missed is a 0. Pay attention to the quiz due dates. Exceptions will be made only in accordance with University policy at the discretion of the instructor.

Total Points: 60

Percentage of Grade: 14%

Assignment: Final Exam (105 pts.)

Details: There are 105 questions on the final exam and you have a 2-hour time limit. You **ONLY** get to take the final exam **ONE** time.

Total Points: 105

Percentage of Grade: 24%

Total Points: 436 points

Detailed Summary of Assignments

Below is a list of the assignments that we will be completing throughout the semester. Each has its own set of instructions, please let me know if you have any questions or need clarification.

Online Weekly Discussion Guidelines

In this course you will participate in 14 online discussions for weeks 1 – 14. Each weekly discussion is worth 4 points for a total of 56 points. Post in the area designated for each chapter.

Students will work in small groups for online weekly discussion formats. At the beginning of the semester, students will be automatically assigned to a small group for the first half of the semester. At mid-semester (Week 8), students will be automatically assigned to a new small group for the rest of the semester. Students will only be able to see the responses of the members of their own small group.

Directions

1. Post your answer(s) to the discussion question(s) as directed in that week's forum instructions. **Please do not repeat information another student has posted. Try to add additional information.** Must be posted by **Thursday** at 11:59 p.m. (2 points).

When you post your response to a discussion question, you will not automatically see your classmate's postings. It might take up to 30 minutes to see a response. Be patient.

2. Respond to two or more postings of the others in the group. Your response must provide a substantive response. For example, you might
 - introduce a new topic that is relevant to the discussion;
 - provide new evidence to support or challenge a position; or
 - add new data to the existing discussion.
 - postings of "I agree", "Good for you", or is only a 1 sentence response...etc. will only get partial credit
 - Response postings must be posted by **Monday** at 11:59 p.m. (1 point each)

Evaluation

To earn four points for the chapter's discussion, you must answer one of the discussion questions posed for the week, and respond to two or more of other students' postings. To earn **four** points for the lesson's discussion, you must answer **one** of the discussion questions posed for the week, and respond to **two or more** of other students' postings. Your discussion should be about a paragraph, 5-7 sentences or so. You also need to make comments to two of your classmates, and those should be 3-4 sentences.

Each week your instructor and/or TA will read your discussion postings; only the postings submitted on time before the deadline will receive credit. **Late postings will receive no credit.**

Exceptions will be made only in accordance with University policy at the discretion of the instructor. All responses must be typed.

Self-introduction using FlipGrid

Introduce yourself to the class using FlipGrid by answering the following questions. These are also posted on the FlipGrid link in Week 1. 1) First state your name and your last name. 2) Post something about yourself--some autobiographical material of your choosing (for example, major, hobbies...); 3) What surprised you when you completed the What is my Money Color? exercise?; and 4) What are your goals for this class? **To get full credit, you need to state your name and last name and address all three items/questions.** (4 points)

Acknowledgement of Reading the Course Syllabus and Disclaimer about Copyright Quiz:

Your course syllabus is located on Canvas. You will want to read the course syllabus. In Week 1's Course Module, you are required to take a short quiz acknowledging the following: you have read the course syllabus; you are aware of the course policies and expectations; you understand the disclaimer about copyright for the course content; you have access to the course materials for personal (educational) use and you cannot reproduce or distribute these materials. (10 points)

Digital Story: The Meaning of Money Assignment

The purpose of this assignment is for you to consider what, how and from whom you've learned about money as you were growing up. This will help you think about how you formed attitudes about money and habits of money management. Understanding one's history with money is a first step in creating an effective money management system for the future. This assignment is worth 30 points. For more details, see Digital Story Instructions on the course Canvas site. (30 points)

Case Study Application

Case Study Application will give you an opportunity to evaluate the financial situation of a fictional family. You will be given information about the case and then asked to complete questions about it. The course study application is due during Week 6.

Because it will take some time and planning to complete them, it would be wise to **begin the case study prior to the lessons in which it is due. Use the balance statement, the cash flow statement, the ratio statement, and the SMART goal worksheet provided in Course Modules Week 6. All worksheets answers must be typed.**

All files/worksheet answers **MUST** be TYPED or 3 points will be taken off for each assignment turned in not typed (i.e., handwriting).

It is your responsibility to check to see if you have submitted the correct file when turning in your assignments. If you accidentally submit a wrong assignment file and the instructor/TA has

sent you an email indicating this, 15% will be taken off from the total points for that assignment since it is now considered late. If you ignore responding to our email request about the wrong file in question and you contact us after grades have been posted, we will not accept new file submissions. Again, make sure you are submitting the correct file for each assignment and that you are responding to our emails.

Evaluation

This case study is worth 38 points and a grading rubric is provided on the course site in Week 6.

Personal Financial Planner (PFP)

The PFP is a collection of worksheets that help you apply course concepts to your own finances. You will analyze your current financial situation, evaluate options, set goals and develop plans to improve your financial well-being. Students have found this assignment to be one of the most valuable learning activities in this course.

- There are 9 PFP worksheets required to complete the portfolio.
- Be sure to read this assignment through entirely so you can plan your time; some worksheets require attention over a period of time (such as the four-week spending log) or you will need to seek information (such as requesting your free credit report).

There are 133 total points possible based on the following:

- 12 points for worksheets 1, 2, and 7
- 10 points each for worksheets 3 and 4
- 8 points for worksheet 8
- 18 points each for worksheet 5
- 22 points each for worksheet 6
- 29 points for worksheet 9, the comprehensive analysis (25 points for content, based on thoughtfulness and thoroughness; 2 points for writing, based on clarity, grammar, spelling, punctuation; 2 points typed)

The worksheets can be downloaded (in MS Word format), completed and printed from the course website.

All worksheets answers must be typed. You will be submitting all 9 PFPs online and they must be submitted by Monday, November 11, 2019 by 11:59 p.m. Use the worksheets that have been provided for you to complete each of your Personal Financial Portfolios.

It is your responsibility to check to see if you have submitted the correct file when turning in your PFPs. If you accidentally submit a wrong assignment file and the instructor/TA has sent you an email indicating this, 15% will be taken off from the total points for that PFP since it is now considered late. If you ignore responding to our email request about the wrong file in question and you contact us after grades have been posted, we will not accept new file submissions. Again, make sure you are submitting the correct file for each PFP and that you are responding to our emails.

Quizzes

In this course you will complete four timed (20-minutes) quizzes taken online. Each quiz will consist of 15 questions. You must complete and submit each quiz before its availability period ends on Monday of the next week it is due at 11:59pm.

You will be allowed to take each quiz twice. If you are happy with your first score, you do not need to take it a second time. If you are not happy with your first score, you can take the quiz again. Your highest score will be recorded. You will see your quiz results; however you will not see the correct answers. You may or may not get the same test questions if you decide to take the quiz a second time.

You are not able to make up a missed quiz. Please note that if you missed taking a quiz that your score for the quiz you missed is a 0. Exceptions will be made only in accordance with University policy at the discretion of the instructor.

Final Exam

The final exam will be accessible during week 15 and the link will be in week 15 on our course site—same format as the quizzes. The final exam will consist of 105 questions. It will be comprehensive, covering materials from the resources you access weekly, the Personal Financial Planner, and posted discussions. Once you begin, you will have two hours to complete the final exam. You will NOT be taking the final exam a second time. You are ONLY taking the final exam **ONE** time.

The final exam will be made available from December 9, 2019 to December 16, 2019. The final examination is worth 105 points.

Practice Quizzes

In this course, there are true and false practice quizzes where you can practice testing your knowledge on the material covered in each chapter. These practice quizzes are NOT for a grade, but rather a review for upcoming quizzes. You can take these practice quizzes up to two times during the semester.

Invest NOW: Money in Retirement

You will need to access Invest NOW in Weeks 11, 13, & 14.

University of Minnesota Policies and Resources

Academic Misconduct:

“Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging , or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.”

The University of Minnesota Regents Policy on Student Conduct defines scholastic dishonesty as "submission of false records of academic achievement; cheating on assignments or quizzes; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement."

Suspected cases of scholastic dishonesty will be taken seriously. Instructors follow the University's Uniform Grading and Transcript Policy, which states that "academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course."

Plagiarism

If you submit any other person's work as your own without proper acknowledgment, you are guilty of plagiarism. Plagiarism includes borrowing any concepts, words, sentences, paragraphs, or entire articles or chapters from books, periodicals, or speeches without quotation marks and citations to properly acknowledge your sources. If you have any questions about proper acknowledgment, consult a writing handbook.

Plagiarism also refers to copying another student's assignment and submitting it for grading as if it were your own. You are equally guilty of scholastic dishonesty if you allow another student to copy your assignment.

Taken from the Office for Student Conduct and Academic Integrity (OSCAI) website:

<http://www.oscai.umn.edu/integrity/faculty/syllabus.html>

You are expected to follow established standards of academic integrity in this online course. You must cite all your references—whether from books, magazines, Web sites, or personal sources—to differentiate between your ideas and work and those of others. It is acceptable to reflect on and synthesize the ideas of other people, with proper citation of your sources. It is not acceptable to imply that those ideas are yours or to use them without attribution.

Disabilities:

Students with any disabilities that may affect their ability to participate fully in this course (i.e. reading disabilities that necessitate extra time for tests) or to meet course requirements as set forth in this syllabus are encouraged to bring this to the attention of the instructor within the first two weeks of classes so that appropriate arrangements can be made to assist your learning. (This will remain confidential). “After the fact” requests will not be accommodated. Students with disabilities are encouraged to contact Disability Services for a confidential discussion of their individual needs for accommodations. Additional support and information can be obtained through the Office of Students with Disabilities, 624-4037. They are located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 voice or TTY. Please contact the instructor at least TWO WEEKS prior to any examinations if you will need accommodations. Students wanting printed documents in an alternative form should contact the Disabilities Services Office.

Sexual Harassment:

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<https://policy.umn.edu/hr/sexharassassault>

University of Minnesota employees are required by Title IX (a federal law) to report to the Office of Equal Opportunity and Affirmative Action (EOAA) any incidents of sexual assault, stalking, or relationship violence.

<https://policy.umn.edu/hr/sexharassassault-faq01>

Per University Policy, please know that your instructor and/or your TAs are required to notify the EOAA's office staff of the any incidents of sexual misconduct that we learn about through conversation or in writing including sexual harassment, sexual assault, stalking or relationship violence that may have occurred on campus, during a University program or activity, or that has been committed by a University student or employee.

Students are encouraged to seek confidential support from the Aurora Center, University mental health-counselors, and University health center employees. Here is information from the Aurora Center's website: <http://www1.umn.edu/aurora/>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>

Incompletes (I grade):

Incompletes are strongly discouraged. A grade of incomplete is possible, but only in the case of prolonged excused absence or other excused emergency in accordance with University and Departmental policy. The student must be passing in all other aspects of the course and the missing work must be completed within a time frame agreed on by both the instructor and the student, but not extending beyond the end of the subsequent semester (Spring 2020). Failure to complete the missing work will result in a grade of zero for that assignment. The final grade will then be determined according to the previously stated grading scheme. A grade of "I" is given only in special circumstances to allow a passing student sufficient time to complete a missing assignment and receive proper credit for the course. A grade of "I" will not be given to a failing student to avoid a grade of "F".

Please refer to the University Policy Library.

<https://policy.umn.edu/education>

Withdrawing from the course

Students may withdraw from the course through the end of the second week of the semester without permission.

After the second week, students are required to do the following:

The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.

A refund schedule for tuition and fees is listed in the University class schedule. Please refer to these dates when withdrawing from courses.

Students may change grading options without written permission by the University and without penalty during the initial registration period or during the first two weeks of the semester. **The grading option may not be changed after the second week of the term.**

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community.

For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

Email Official Communication

Email is the official communication for this class. Check your university student assigned email every day so that you are aware of any announcements sent to the class.

<https://policy.umn.edu/education/email>

Duo in the Classroom

If you use Duo Security to sign in to University applications, YOU ARE STRONGLY ENCOURAGED to set up back-up devices in Duo Security so that you are prepared in the event that your primary Duo device is unavailable (you forgot it, it was stolen, it's broken, the battery is dead, etc.). Learn about back up devices at z.umn.edu/backupdevices.

As a Duo user, it is your responsibility to come prepared to sign in to applications necessary for class activities, including exams and quizzes. If you are unable to sign in, you may lose points for the class activity. Failure to bring your Duo device or a back-up is not an excused absence or a valid reason for make up work.

Learn more about Duo Security at z.umn.edu/duosecurity.

Disclaimer about Advertisements on Websites used in FSoS 3101

This course is purposefully designed to take advantage of financial management information available on the Internet.

Accessing websites for information rather than reading it from a quickly outdated textbook more closely mirrors current and future student practices related to money management endeavors.

Many good websites are commercially supported by advertisers. This is not a new phenomenon for regular Internet users.

However, it must be clearly understood that selection of a particular website to access information DOES NOT constitute an endorsement of the products advertised on these sites. Please be aware of this as you access the information related to this course. While each information source has been reviewed and information deemed relevant and credible, it is also important that you use good critical analysis to evaluate website content.

If you have any questions or concerns, please discuss them with the instructor.

Clarification of Grade Expectations

Grades reflect effort, motivation, and most of all, achievement.

A - achievement that is outstanding relative to the level necessary to meet course requirements.

B - achievement that is significantly above the level necessary to meet course requirements.

C - achievement that meets the course requirements in every respect.

D - achievement that is worthy of credit even though it fails to meet fully the course requirements.

S - achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-.) ----

F (or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

The F carries 0 grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course shall count in the grade point average.

I - (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Taken from the University of Minnesota Uniform Grading and Transcript Policy.

<https://policy.umn.edu/education/gradingtranscripts>

No papers or exams can be re-written or re-taken to raise a grade.